REPORT RESUMES

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A PROJECT TO IMPROVE THE DISSEMINATION OF INFORMATION ABOUT NEW INSTRUCTIONAL MATERIALS AND THEIR USES IN EDUCATION IN THE SCHOOLS WITHIN A STATE.

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AN ATTEMPT WAS MADE TO IDENTIFY THE KINDS OF DISSEMINATION ACTIVITIES SUITABLE FOR IMPROVING THE USE OF NEW EDUCATIONAL MEDIA IN THE PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES OF NEW YORK STATE. UNDER DIRECTION OF THE NEW YORK STATE AUDIOVISUAL COUNCIL, STRUCTURED INTERVIEWS WERE CONDUCTED THROUGHOUT THE STATE WITH PERSONNEL INVOLVED IN AUDIOVISUAL INSTRUCTION. IN ADDITION, A SPECIAL 2-DAY WORKSHOP WAS HELD (NEAR THE COMPLETION OF THE STUDY) TO REVIEW THE FINDINGS AND RECOMMEND A FINAL REPORT. THE AUTHORS RECOMMEND THAT THE NEW YORK STATE AUDIOVISUAL COUNCIL DEVELOP PLANS FOR THE DISSEMINATION OF INFORMATION ABOUT NEW INSTRUCTIONAL MEDIA. (JC)

A PROJECT TO IMPROVE THE DISSEMINATION OF INFORMATION ABOUT NEW INSTRUCTIONAL MATERIALS AND THEIR USES IN EDUCATION IN THE SCHOOLS WITHIN A STATE

A REPORT MADE BY THE
NEW YORK STATE AUDIO VISUAL COUNCIL
AUGUST 1960

PURSUANT TO A GRANT FROM:

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PREFACE

This report constitutes an accounting of the findings of a research project carried out under the auspices of the New York State Audio-Visual Council and made possible by a grant of funds from the Department of Health, Education and Welfare, United States Office of Education. The project itself was a pilot research study carried out as a contract for Dissemination Activities United States Office of Education, O. E. Contract ~~#7500285060(1-85)~~ and entitled "A Survey of the Kinds of Dissemination Activities That Hold the Greatest Promise for Improving the Use of New Educational Media in the Public Schools and Institutions of Higher Education in New York State."

SAE-

The project represents a study carried out in terms of educational conditions and phenomena in New York State. These same conditions and phenomena, however, are common to education in all fifty states. The findings and observations, therefore, have implications which extend and apply beyond the geographic limitations of one state. It is hoped that they will prove helpful in any consideration of problems pertaining to the dissemination of information about instructional media in the various states.

Hardly!

RD

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We Met As Large Groups

We Worked Things Out

As Small Groups

And the Records Are In
The Archives

CHAPTER I

BACKGROUND OF THE PROJECT

The New York State Audio-Visual Council

The New York State Audio-Visual Council (hereafter referred to as the Council) is an organization devoted to meeting the interests and problems of those concerned with the implementation of education by means of modern materials of instruction. The plan of organization is outlined in the Constitution.

NEW YORK STATE AUDIO-VISUAL COUNCIL

Objectives: The purpose shall be to advance all education in New York furthering the effective selection, production, distribution, evaluation, administration, finance and utilization, of audio-visual instructional materials and equipment.

Membership: There shall be two classifications of membership: Voting and Non-Voting

Voting membership shall be limited to the following in non-profit organizations:

a. Audio-visual directors
b. Audio-visual coordinators (school)
c. Associates-individuals not included in other categories
d. Teachers

Non-Voting membership - open to all other people interested in furthering the objectives of this Council

(Membership representation is from Teachers, Principals, Audio-Visual Supervisors/Directors, Educational and Audio-Visual Associations, and Commercial Establishments, Public, Private, Parochial Schools, Colleges and Universities are represented.)

The Council supports the National Audio-Visual Program through its affiliation with the Department of Audio-Visual Instruction of the National Education Association.

Essentially the Council is the professional organization composed of those whose major interests are in the field of audio-visual instruction.

Relation of the New York State Audio-Visual Council To Other Educational Groups

In carrying out its objectives, the Council has cooperated with both teachers and educational groups and associations. At the annual Winter and Summer meetings, the programs have been designed to allow time for consideration of professional problems and also to permit time for presentation of new materials, equipment and methods of implementing and enriching learning situations.

For several years the Council set up and staffed an exhibit-advisory clinic at the annual meeting of the New York State Association for Supervision and Curriculum Development. Individual Council members have assisted as consultants to such groups as the State Association of Parent Teacher Associations, the State Associations of Teachers of English, Industrial Arts and Foreign Languages.

The Council as an organization, and members as individuals, have always been ready to assist in carrying out the program of the New York State Department of Education, Division of Educational Communications (formerly known as the Bureau of Radio and Visual Aids). This latter association is one which has always been based on mutual cooperation. The Council is an independent organization and there is no direct line of responsibility to the State Department office.

Audio-Visual Education in New York State

Provision for a state program of audio-visual instruction is placed under the direction of the State Education Department, Division of Educational Communications, Albany, New York (hereafter referred to as State Education Department).

> The primary function of the division is to provide advisory or consulting services in the field of audio-visual education and television. These services include:
>
> Acting as a clearing house for information on materials
>
> Recommending types of equipment best suited to local needs and resources
>
> Assisting school administrators in planning efficient audio-visual and television administrative procedures
>
> Assisting in the training of teachers for more effective utilization of audio-visual materials and techniques
>
> Cooperating with professional and industrial organizations in efforts to improve materials and equipment
>
> In carrying out the services indicated before, the members of the division staff evaluate materials; collaborate with groups working in special fields; visit schools, survey school facilities and needs, confer with professional staff of the division, administrators, supervisors and teachers; address educational groups, demonstrate teaching techniques; serve on committees and perform related duties as opportunity offers.*

---

* New York State Audio-Visual Council "A Review of Audio Visual Education in New York State. P. II-III, 1959.

Biblio citation to what?

Plans for A New York State Audio-Visual Council Project

For some time it has been evident to the Council that there were certain major obstacles to be met if modern instructional materials were to be made available for use by the teachers and pupils of New York State:

a) Status--audio-visual instructional materials and equipment and the audio-visual program (and its director) were still regarded by many educators as a "frill" and "an extra", rather than as a basic and integral part of the complete instructional pattern.

b) Lack of trained teachers and sources for securing of materials for classroom use.

A third obstacle, not unique to audio-visual education, but which seems to be common to all educational programs, namely:

c) A lack of adequate communication between any and all of the divisions, organizations, groups and individuals involved in supplying instructional materials to schools and teachers. This problem was common to both the Council and to the State Education Department.

The first definite suggestion for a plan whereby the Council might take steps to overcome some of these obstacles came at the Annual Conference held at Syracuse, New York in December 1958. At that time Mr. Claire Armstrong, Audio-Visual Director at Niagara Falls, New York, was president. At the open business meeting Miss Luella Snyder, former Secretary of the Council proposed that steps be taken to ascertain whether or not ~~Article~~ Title VII of the National Defense Education Act made provision for assistance in the organization and setting up of experimental programs and plans to be tested by groups such as the Council. The original idea was for the establishment of an office to be (basically) a combination of information and advisement services to audio-visual personnel and classroom teachers in need of assistance.

The Executive Committee of the Council considered this idea in detail at its meeting in January of 1959, and authorized Miss Snyder to draft a proposal for submission to the Executive Committee of the Council. The Executive Committee again met in February of 1959 to consider the first draft as presented by Miss Snyder. At that meeting Professor Don G. Williams and Mr. William C. Rochelle, jr. were authorized to write the proposal in final form for submission to Washington. A sub-committee of the Executive Committee consisting of Warren Russell, Max U. Bildersee, Irene F. Cypher, Don G. Williams and William Rochelle made comments and corrections and the final plan was submitted to Washington in March 1959.

In essence the proposal was as follows: "For a pilot project to establish a method to disseminate information about instructional materials and their uses in education to all schools in a state and to encourage their wider and more effective use." It was contemplated that the major objective of the project would be to develop within one state a practical and functioning service center to provide all schools in the state with information about materials and equipment, their sources and uses in education, and further, to encourage and assist in the development of instructional materials programs within these schools.

In May the Council was informed that the project as submitted was not yet acceptable, but was subject to review.

In October, 1959, President Rochelle was informed that the project had been accepted with tentative suggestions made for alterations in the basic structure and outline. The Executive Committee of the Council met at Schenectady, New York, November 1959 with Dr. James J. McPherson of the United States Office of Education to discuss these changes. As a result of the work of this meeting, the revised proposal was submitted to Washington, and approved, January 1960.

The revised proposal differed from the first in that it did not include a plan for a definite type of center, staff or program to be established or tested. Rather, this proposal was for a seven months pilot research study to ascertain what, if any, were the needs in New York State for the dissemination of information about audio-visual materials and equipment; and what, if any, might be the potential channels for supplying this need.

A financial grant of $27,306 was made to cover total project cost, including salaries of staff, postage, secretarial help, travel expense, audio-visual materials, supplies, consultants' fees and special conference costs.

Project Staff and Advisory Board

Organization of staff to carry out the project was made as follows:

Advisory Council

Chief Investigator: Professor Irene F. Cypher, New York University
Dr. Loran C. Twyford, Jr., Consultant in Educational Communications, New York State Department of Education, Division of Educational Communications, Albany, New York
Mr. William C. Rochelle, Jr., Audio-Visual Director, Schenectady, New York
Miss Catherine M. Bailey, Audio-Visual Supervisor, Troy, New York
Professor Sherwin Swartout, State University Teachers College, Brockport, New York
Treasurer: Mr. George Forbes, Audio-Visual Director, Farmingdale, New York

Secretary: Mrs. Doris Johnson

Administrative Assistant: Miss Constance Moy

Photographers: Arnold Winegarden
Wilbur Clark

Project Headquarters Office: New York University,
26 Washington Place, New York 3, New York

Telephone: Gramercy 3-5980

The Chief Investigator and the members of the Advisory Council were directly concerned with the organizational plans outlined for the project; with consideration and approval of all steps taken to carry out these plans, and with general supervision of activities. Meetings of this committee were held at the office of the State Education Department in Albany, New York and at the project office in New York City.

From the outset the Project Committee worked with the membership of the Council and with the staff of the State Education Department.

CHAPTER II

DESIGN OF THE PROJECT

Details leading to this project have been outlined in order that the specific nature of what has been accomplished, and the conclusions and recommendations be understood in their proper context.

It was very wise to undertake a research study before plunging into any activity. One has only to consider what we know of the validity and importance of historical research to realize this fact. As Nicholas Murray Butler wrote in an editor's introduction to a textbook:

> "History offers a third dimension to the superficial area of knowledge that each individual acquires through his own experience. When one boasts that he is not bound by any trammels of the past,. he proclaims his own folly, and would, if he could, reduce himself to the intellectual level of the lower animals. He can only mean by such a phrase that he proposes to set out to discover and explain the world of nature and of man as if nothing had been done before, and as if he were certainly competent for his mighty and self-imposed task. The wise man, on the contrary, will search the records of the past for their lessons, in order that he may be spared from trying to do again what has once proved useless, wasteful, or wrong. . .with a view to seeking a firm foundation for the fabric of his own knowledge and of his own belief."*

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* Johnson, Henry, "Teaching of History", p. vii.

Title; A Project to Improve the Dissemination of Information About New Instructional Materials and Their Uses in Education in the Schools Within a State

Purpose of the Study:

To survey the kinds of dissemination activities that hold the greatest promise for improving the use of new educational media in the public schools, colleges, and universities of a single state.

Services to be provided under the contract:

1. Visit selected localities within and without the state at which promising practices can be observed or from which needed information can be obtained.

2. Conduct personal interviews with selected educators both in and out of the state.

3. Secure needed information through correspondance and appropriate questionnaires.

4. Survey the literature of the field to locate information of value in connection with the accomplishment of the purposes of the study.

5. Organize and conduct a conference of from 50 to 60 key educational leaders in the State of New York selected from such fields as curriculum and supervision, educational administration, research direction, audio-visual education, teacher education, and library science. The group should also include leaders representative of the school boards associations and parent-teacher associations. The purpose of the conference is to acquaint these persons with preliminary findings of the study and to secure their advice with regard to these findings before they are issued in the form of a final report.

6. Prepare a brief progress report on the study at the end of 4 months.

7. Prepare a final report on the study for submission at the end of 7 months. Duplicate 3,000 copies of this report, after it has been approved, and make the following disposition of these copies:

by whom?

a. Mail approximately 1,500 copies to educational leaders in New York State.
b. Send approximately 1,500 copies to the Educational Media Branch, United States Office of Education. Did EMB receive?

How the Project Was Studied (A Scope of the Survey)

The research to be carried out by this study was clearly defined:

"To survey the kinds of disseminating activities that hold the greatest promise for improving the use of new educational media in the public schools, colleges and universities of a single state."

The Council in 1950 and 1956 had already by means of special committees conducted two surveys which showed the extent to which audio-visual materials and equipment were used by the schools of the state; had identified the various types of programs in operation, and the provisions for teacher-training. It was known that these modern instructional devices were not being used to the extent considered desirable in terms of meeting pupil needs and that neither teacher nor audio-visual directors were adequately informed as to availability or teaching potential of these devices.

Information acquired in the past and experiences of past years were examined by the present survey only for the purpose of indicating and understanding what had already been accomplished. The work of the present survey was directed to acquiring data which would throw light on the basic assumption, namely, that, if facts were available as to what information was needed concerning the availability and use of modern instructional media, activities and channels could be set up to meet and supply these needs.

The advisory committee felt that basically there were three groups which might be deemed channels for the dissemination of the kinds of information under consideration by this study;

The New York State Audio-Visual Council

The Division of Educational Communications of the New York State Department of Education

Colleges and universities in which courses were provided for the training of teachers.

B. Method of Collecting Data

Inasmuch as this was a Council Project, Council members were called upon at all times to serve as part of the working staff and as assistants.

1. Work Guide Questionnaire - It was decided by the advisory committee that the type of information essential to this study could best be secured in a majority of instances by investigations to schools and by personal interviews. A questionnaire was drawn up to serve as a Structured Guide for these interviews.* This questionnaire guide was used in the visit or consultations carried out during the

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* See Appendix for copy of Questionnaire Guide.

study, and was used by each person assisting the interview or questionning. Because response was desired to a basic core of facts, the same questions were posed to each group or individual contacted in the survey.

An information-content check was used to verify and bring up to date partial data on record pertaining to existence of audio-visual directors and instructional materials centers at colleges and universities in the state.*

2. Regional Scope - To assure wide and diversified coverage of response to the study, the state was divided into twelve regional sections. An active member of the Council was asked to serve as Regional Assistant Investigator in each of these geographic areas.* Two Assistant Investigators were added to represent college and university areas. Each investigator was supplied with copies of the Structured Interview Questionnaire for his or her use in interpreting and securing the data needed.

For study purposes data response to the questionnaire interview was secured and recorded from:

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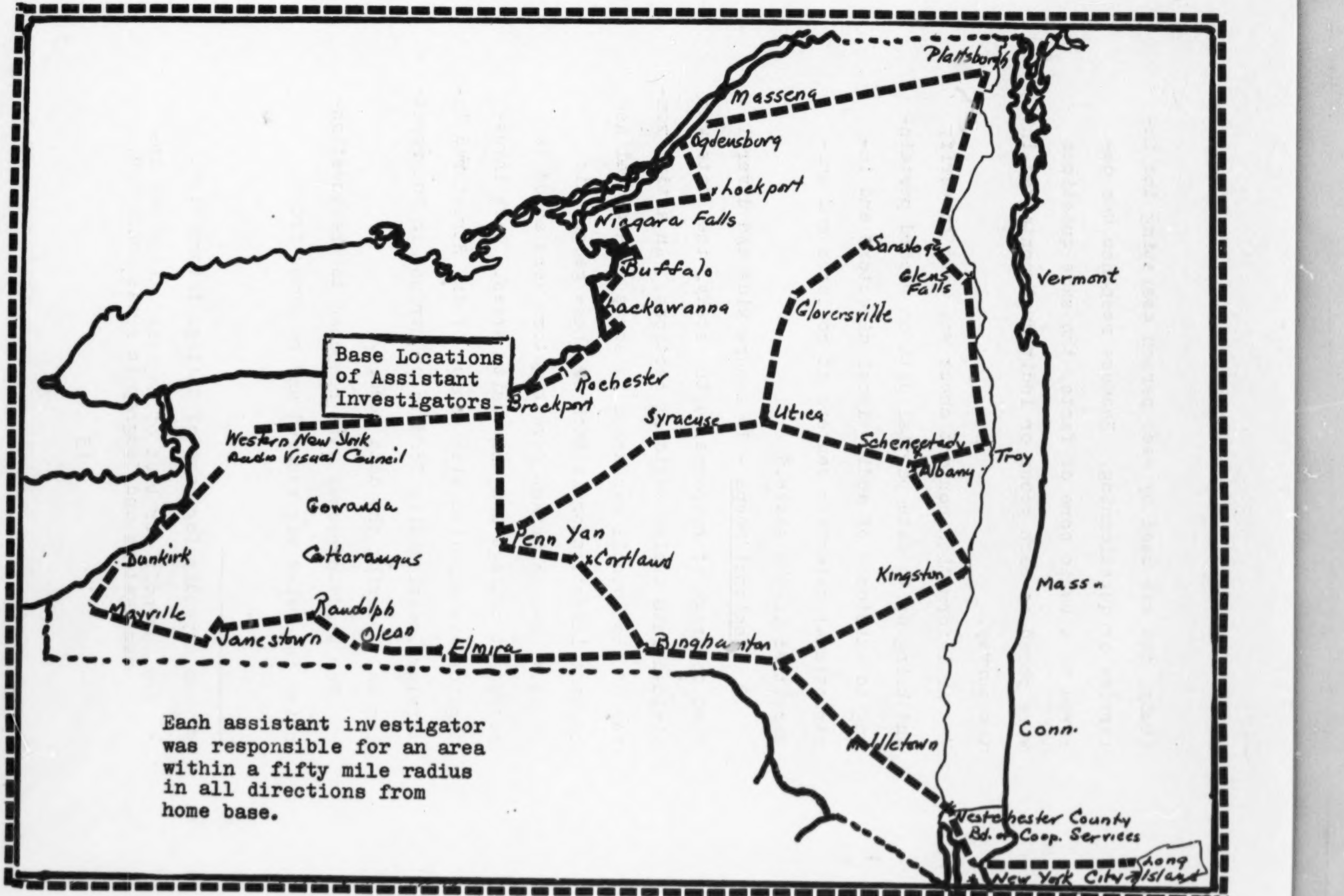
* See Appendix for copy of College Information.

* See Appendix for list of Regional Assistant Investigators and Geographic Areas contacted.


Plattsburgh
Massena
Ogdensburg
Lockport
Niagara Falls
Buffalo
Lackawanna
Rochester
Brockport
Western New York
Audio Visual Council
Gowanda
Cattaraugus
Dunkirk
Mayville
Jamestown
Randolph
Olean
Elmira
Binghamton
Penn Yan
Cortland
Syracuse
Utica
Gloversville
Saratoga
Glens Falls
Schenectady
Albany
Troy
Vermont
Kingston
Mass.
Middletown
Conn.
Westchester County
Bd. of Coop. Services
New York City
Long Island

Base Locations of Assistant Investigators

Each assistant investigator was responsible for an area within a fifty mile radius in all directions from home base.

1. City Schools - 272
2. Suburban Schools - 255
3. Rural Schools - 251
4. Private Schools - 50
5. Colleges - 25
6. Classroom Teachers - 115
7. Administrators - 111 - Principals, Heads of Departments, Subject Supervisors, Curriculum Directors
8. Audio-Visual Directors - 50 - Those directly responsible for an audio-visual program in a school
9. Librarians - 50 - School and college librarians
10. Special Consultants - 50 - Individuals in educational work; audio-visual leaders in other states; college professors; industry representatives; representatives of educational associations and organizations; producers of instructional materials.

The school communities and personnel visited and interviewed were selected as a random sampling from a total list compiled on the basis of; ?

a) Participation of staff personnel in activities of the Council

b) Indication of interest in the utilization of audio-visual instructional materials (as evidenced by verbal inquiries or letters of inquiry to the Council and/or film and instructional materials centers supervised by the assistant investigators

c) Participation of staff personnel in conferences, meetings or workshops held during the past three years by the Council and/or members of the State Education Department

d) Recommendation of elementary and secondary school principals and school superintendents contacted by the Chief Investigator and Assistants

e) Schools located in areas not known to be directly serviced by an audio-visual director or association.

The response of the above groups is to be found in Tabular Form in Chapter III Project Research Findings with analysis and comment on the import of the findings for this study.

3. Special Conference Workshop - As a means to securing further consideration of the problems of this study, a special two-day Workshop Conference was held on June 9th and 10th at the Shine Queensbury Hotel in Glens Falls, New York* The purpose of the workshop was to study the basic reasons set forth for undertaking the study; to consider response to the investigation up to the date of the workshop, and the import of these findings; to consider possible plans for further study and to make recommendations to be considered for the final report.

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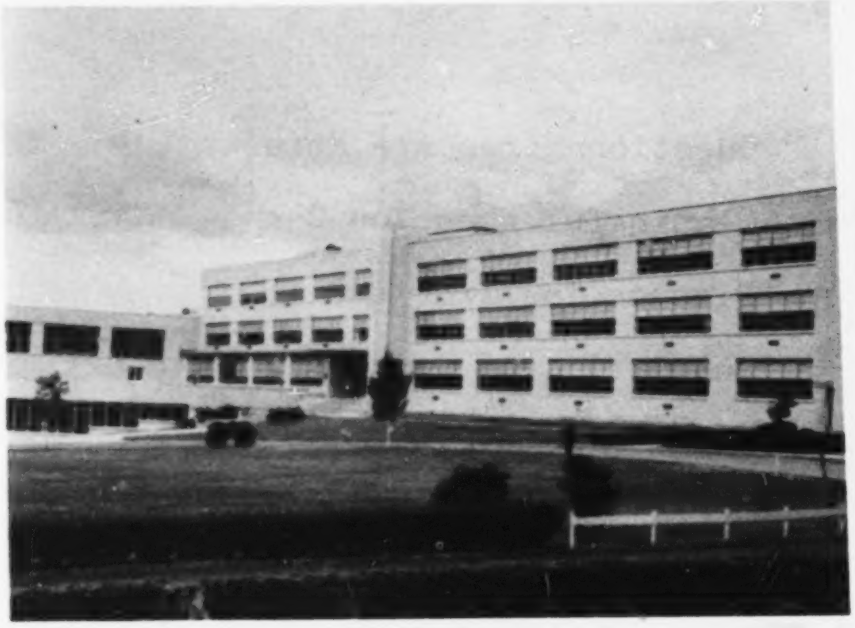
* See Appendix for Complete Program.



Investigation Took Us To

Schools Throughout New York State

BUT . . . .

Responses Came

From People. . .

Questionnaires Are More Meaningful When You Can Discuss The Problems Involved

Audio-Visual Directors Are Busy People

Attendance at this conference was as follows:*

Project Staff Members and Council Officers - 10
Assistant Project Investigators - 14
Council Voting Members (Active members, committee chairmen) - 12
Industry Representatives (Non-voting members of the Council) - 3
Special Guests (Representatives of New York State Teacher and Educational Organizations and Associations; representatives of State Departments of Audio-Visual Education in Virginia, New Jersey and Connecticut) - 12

Total - 51

In order that this entire group might give adequate consideration to all the problems included in the project research, four work groups were formed according to types of educational programs:

1. Elementary education
2. Secondary education
3. College and library instruction
4. Non-school organizations

Each group studied the over-all design of the research study, but made suggestions in terms of the level of instruction they represented. At the final session the group recommendations were analyzed to find the needs which were common to all levels.

A digest of the reports of each group follows:

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* See Appendix for list of attendance at Special Research Project Conference, Glens Falls, New York.

New York State Audio-Visual Council
Special Research Project Conference
June 9 - 10, 1960

Elementary Education Section

Rose Hoffman, Chairman
Lorraine J. Brown, Recorder

(1) It is recommended that the position of executive secretary be established for the purpose of implementing the work of the New York State Audio-Visual Council,

(2) That the Commissioner of Education be requested to urge superintendents to encourage the formation of local audio-visual study groups in districts and systems where such groups do not exist,

(3) That the New York State Audio-Visual Council use existing printed bulletins, etc., as a source for publicizing information about audio-visual education (in addition to its own bulletin),

(4) That kits or portfolios of information pinpointed to fill the needs of teachers at all grade levels. (Teachers want information to be specific. Lists of materials do not fill their needs.

(5) That a caravan, sponsored by the Council of the State Education Department be set up to cover the State.
(The caravan would carry all types of audio-visual material including electronic equipment, flannel and magnetic boards, museum artifacts, etc.

(6) That an editorial board or public relations department be established by the Council, for the dissemination of information.

(7) That (a) teacher preparation institutions should be urged to provide adequate training in the use of all instructional materials including audio-visual materials and techniques, (b) the State Education Department should be requested to set up certification standards which should include knowledge and use of instructional materials.

New York State Audio-Visual Council
Special Research Project Conference
Secondary Education Section
June 9 - 10, 1960

Charles Luminati, Chairman
Florence McCarthy, Secretary

WHAT IS NEEDED	BY WHOM TO BE SUPPLIED
1. Preparation of a Handbook a. Basic to whole field of audio-visual b. Specific subject area	1. State Education Department
2. Seminars	2. New York State Audio-Visual Council
3. Workshops	3. Private Colleges and State Colleges with Teacher Training Courses; additional ones under joint organization of State Education Department and Council
4. Bulletins	4. State Education Department and Council in cooperation
5. Newsletters	5. By both State Education Department and Council
6. Round-ups Film Record Tape	6. Education and Council There is need of a professional team, full time, to implement the services needed. A full time executive secretary is also needed
A requirement for certification. One basic course containing a. Operation of machines b. Appraisal of materials c. Curriculum coordination study	It was recommended by a secondary principal that this course preceed the student's practice teaching. It is highly desirable that in specialized methods courses there be audio-visual training, and that the instructor be encouraged to use audio visual methods in his presentation of materials in class instruction.
A list of basic audio-visual teacher training materials available in adequate numbers	Each teacher-training college (both private and State) should maintain an active basic reference of union reference catalogs. These references should be circulated by some bulletin or newsletter

New York State Audio-Visual Council
Special Research Project Conference
June 9 - 10, 1960
College and Library Section

Joseph N. Whitten, Chairman
Dorothy Currie, Recorder

(1) It is recommended that continuity be given to the activities of the Council in disseminating information by the following methods:

1. Regular column in New York State Education and other existing publications
2. House organ or regular bulletin
3. Continuous consulting service structure
4. Executive secretary

(2) Centers be set up to provide information about available resources for instructional materials. These may, but need not be called libraries.

The natural location would seem to be at colleges which have audio-visual instructional programs. Preference for State Teacher Colleges is because these might more easily carry out the work of dissemination more effectively in cooperating with the Audio-Visual Consultant of the State Education Department. This would not preclude colleges which already have excellent audio-visual programs.

Each center probably would not be able to work thoroughly in all of the many audio-visual activities. Each could be known for some one or few specializations.

(3) Basic resource guides be prepared concerning what is available in materials and equipment; annotated bibliography of sources divided by form and/or content, and/or maturity level, including professional sources regardless of medium. These might be collated by a joint committee of the Council and college librarians and/or curriculum experts.

(4) Persons involved with the educational environment be included in the planning of buildings, and the architects kept informed of specifications adapted to provide for use of instructional materials

New York State Audio-Visual Project
Special Research Project Conference
June 9 - 10, 1960
Report of Non-School Committee

Ruth Cornfield, Chairman
Irene Wood, Secretary

(1) Involve audio-visual Council in superintendents'meetings - State and Regional
Get superintendents involved through pressure via Principals, School Boards, Business Managers, PTA's, CASDA, ASCD, etc., after they have been sold in their meetings, etc.

(2) Librarians should be supplied with all reference information, so that proper cataloging, listing, and record keeping will ensue. Do not involve librarians with equipment,only materials.

(3) Organization of specific disseminating agencies such as editorial board - paid a salary, or contributors paid a salary; speakers bureau - who do not just speak but incorporate audio-visual techniques in presentations, possibly some sort of caravan.

(4) Incorporate distributors on the local level and buy from them! They are disseminators of information and service and are often neglected when it comes to buying merely on the basis of initial cost. Establish better buying procedures so that distributors will find it profitable to give service and education. Current practices in buying discourage dissemination of information.

4. Special Project Investigator Staff Conference

Prior to the Annual Summer meeting of the Council a one-day workshop was held on July 7, 1960 at the Van Curler Hotel, Schenectady, New York.* The regional assistant investigators and Council officers met with the Chief Investigator for purposes of giving (a) intensive consideration to the problems encountered during the study; (b) consideration of the data revealed by responses to the questionnaire interview; (c) provision of suggestions and recommendations to be incorporated in the final report.

This provided an opportunity for those who had been actively concerned with securing data for the study (a) to discuss what had been revealed by the investigation; (b) to consider implications of the findings for the program of the Council, and (c) to assist the Chief Investigator in a critical appraisal of practical recommendations to be made in the final report.

The recommendations approved by this group were:

A. A CENTER AND FACILITIES

1. Regional - in New York State Teachers Association regional zones
2. College and university

NOTE: It was felt that a college or university within a region would know and be able to meet the needs of the area. If the college or university is not considered effective a school might be designated as a regional center.

Clearing house for professional people and information. This to work with executive secretary who would be administrative head.

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* See Appendix for List of Attendants at Schenectady Conference.

B. A STAFF FOR PROJECT CENTER

Full time paid executive secretary and staff for a Council Project Center

This office to serve as the central office or clearing house from which materials or information will be sent to the regional office or vice versa.

This office also to be headquarters for newsletter and caravan.

C. A NEWSLETTER

To contain information about audio-visual education that would be practical in application; details of new instructional material; report of new application of available materials to be published five times a year.

Also suggested selection of test areas in which every teacher receive the newsletter; the result of such circulation to be evaluated in terms of notable improvement in dissemination of information and consequent increase in use of instructional media.

Supplemented by instructional materials such as kinescopes, movies, slides, filmstrips, tapes, pamphlets, bibliographies.

D. TEACHER TRAINING AND WORKSHOPS

Recommended that Council:
Conduct teacher workshops in use of instructional materials.

Conduct an experiment to compare college students who had an instructional materials course preceeding their student teaching with a similar group who have not had such a course. The evaluation to be made at the end of the senior year. (Continuing through Junior and Senior year)

Offer workshop course to persons who are within the disseminating group of the project. Audio-Visual people to be paid out of project funds.

Offer in-service course for teachers in the proper use and evaluation of instructional materials. Tuition and subsistance to be free (Like National Science Foundation -- teachers to apply for it.).

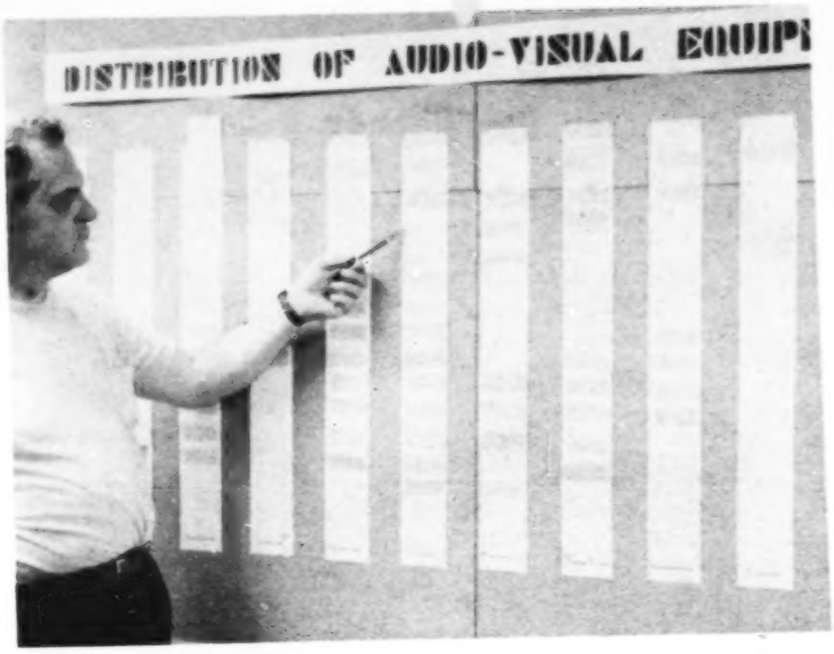
5. Miscellaneous Conference Attendance -

In addition to the formal program set forth for gathering of data the Chief Investigator and/or Assistant Investigators attended the following conferences for purposes of gaining an insight as to what was needed in order to provide for use of instructional materials in the classroom:

American Association of School Administrators (Atlantic City, New Jersey)
American Library Association (Montreal, Canada)
Association for Supervision and Curriculum Development (National) (Atlantic City, New Jersey)
Association of Colleges for Teacher Education
Association of Teachers of Foreign Languages (Chicago, Illinois)
Association of Teachers of Industrial Arts (Buffalo, New York)
Department of Audio-Visual Instruction, National Education Association (Cincinnati, Ohio)
National Association of Educational Broadcasters (Columbus, Ohio)
National Audio-Visual Association (Chicago, Illinois)
National Music Educators Conference (Atlantic City, New Jersey)
National Science Teachers Association (Washington,D.C.)
New York State Association for Supervision and Curriculum Development (Potsdam, New York)
New York State Principals Association (Syracuse, New York)
New York State Teachers Association (Albany, New York)
Regional Audio-Visual Association meetings of:
  Connecticut Association for Visual Education
  Long Island Audio Visual Association
  Metropolitan New York Audio Visual Association
  Mid-Hudson Audio-Visual Council
  New Jersey Audio Visual Leadership Council
  Northeast Regional Audio-Visual Association
  Special Libraries Association
  Western New York Audio Visual Council

The Chief Investigator made special visits to:

Atlantic City, New Jersey
Boston, Massachusetts
Cambridge, Massachusetts
Camden, New Jersey


DISTRIBUTION OF AUDIO-VISUAL EQUIP

Teachers Need Sources
Of Information . . .
But They Also Need

A Place Where They
Can Find Out How
To Put Theory Into
Practice

You Can Gather A Lot
Of Information Over
A Coffee Cup

We Kept A Full
"Visual Record"
Of the "Audial — odious? "
Planning Sessions

Cincinnati, Ohio
Glen Rock, New Jersey
Kingston, New York
Montreal, Canada
New Britain, Connecticut
New Rochelle, New York
Philadelphia, Pennsylvania
Rochester, New York
Schenectady, New York
Stamford, Connecticut
Toronto, Canada
Westport, Connecticut

In these localities visits were made to schools, colleges and industrial organizations. This was for the purpose of observing programs; discussing dissemination activities informally with staff members; and noting materials and methods of presenting lessons and training demonstrations.

The information has been gathered out of existing situations and in terms of what the people interviewed are working with now and have worked with over the past years. An interpretation of the data is included in the next chapter for purposes of indicating what the investigators believe to be the import of the findings for future action on the part of the Council, the State Education Department and colleges and universities.

It is at this point that the wisdom of having placed emphasis on visitations and personal interviews is apparent. The investigators had an opportunity to observe and to note more than might have been revealed had a mere mail questionnaire alone been used. As has already been stated the same questions were posed to all who were contacted. This was done deliberately so that attention might continually be focused on the problem of what was needed to assure more effective dissemination of information about the use of instructional media. In the periods prior to and following many interviews the investigators had opportunity to witness and note conditions which have proved invaluable in understanding and interpreting basic statistical data gathered during the study.

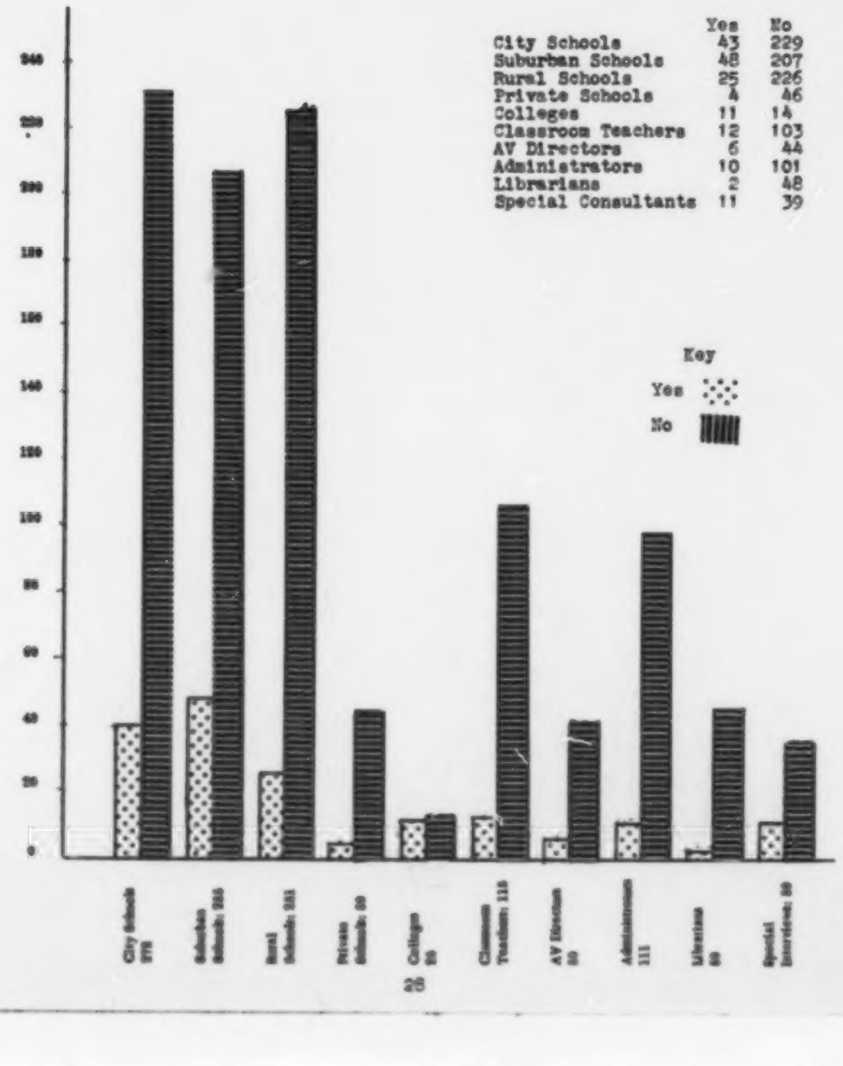
CHAPTER III

PROJECT RESEARCH FINDINGS

As has already been indicated the present study has been in the nature of pilot research to determine what was needed in order to put into the hands of the teachers at all levels of instruction in New York State the information necessary in order to use modern instructional materials. The remainder of this report is an analysis of the project findings, and recommendations as to possible ways to proceed with future activities, stemming from these findings. Each point covered by the questionnaire interviews is presented in tabular form with interpretation in terms of what the investigators believe to be the import of the findings and responses.

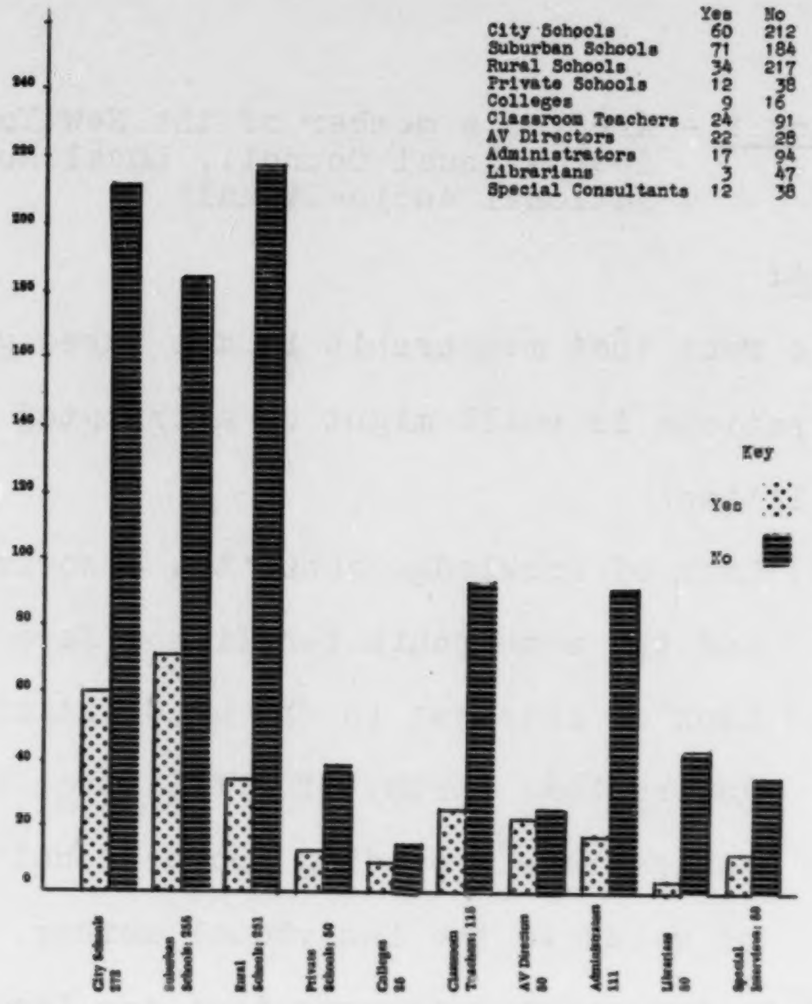
It is customary for many educational or professional organizations to publish or circularize some form of bulletin, newsletter or pamphlet. The Council does not publish a regular bulletin; from time to time the president authorizes a newsletter about projects, conferences and general Council affairs. The various local audio-visual associations throughout the state follow much the same procedure. Membership in either or both groups does not, therefore, mean that in New York State individual members of audio-visual associations regularly receive resource information pertaining to the availability of instructional media or that there is available to them a reliable source for the dissemination of such information.

Chart I. Number of Respondents in Each Category Holding Membership in New York State Audio Visual Council



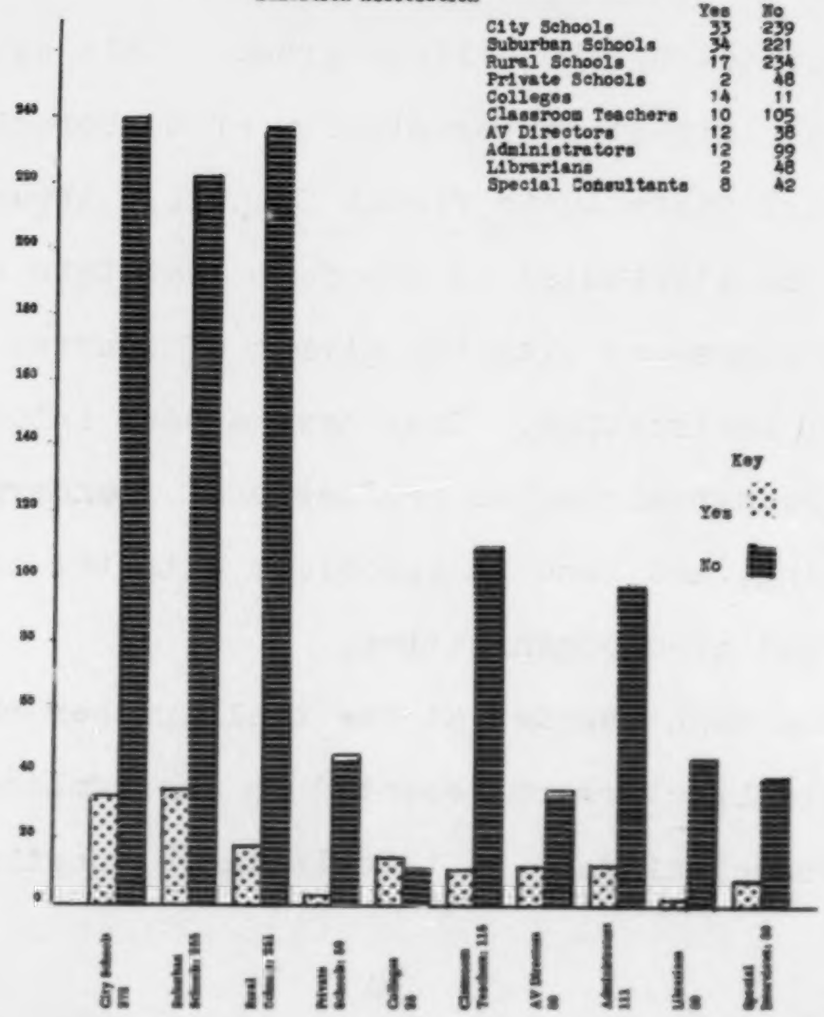
	Yes	No
City Schools	43	229
Suburban Schools	48	207
Rural Schools	25	226
Private Schools	4	46
Colleges	11	14
Classroom Teachers	12	103
AV Directors	6	44
Administrators	10	101
Librarians	2	48
Special Consultants	11	39

Chart II. Number of Respondents in Each
Category Holding Membership in a
Local Audio Visual Association



	Yes	No
City Schools	60	212
Suburban Schools	71	184
Rural Schools	34	217
Private Schools	12	38
Colleges	9	16
Classroom Teachers	24	91
AV Directors	22	28
Administrators	17	94
Librarians	3	47
Special Consultants	12	38

Chart III. Number of Respondents in Each
Category Holding Membership in Dept.
of Audio-Visual Instruction, National
Education Association



	Yes	No
City Schools	33	239
Suburban Schools	34	221
Rural Schools	17	234
Private Schools	2	48
Colleges	14	11
Classroom Teachers	10	105
AV Directors	12	38
Administrators	12	99
Librarians	2	48
Special Consultants	8	42

Question 1 - Are you a member of the New York State Audio-Visual Council, Local Audio-Visual, National Audio-Visual?

Comment:

The fact that membership in all three groups of organizations is small might be attributed to two posibilities:

(a) Lack of knowledge about the associations and the membership benefits offered

(b) Lack of interest in the associations as organizations worthy of affiliation or as organizations providing professional services of value to the individual member.

No see p. 29

No

It is interesting to note that the largest number of memberships in the Department of Audio-Visual Instruction of the National Education Association is represented by the college group. This same group has the largest representation of memberships in the New York State Audio Visual Council. Apparently it is to be attributed to the fact that this is the group concerned with the giving of courses in audio-visual instruction. They have a deep interest in matters pertaining to professional standards and training, and tend to associate with the official interest area organization.

One might wonder at the small number of audio-visual directors represented in the membership of the associations. In this instance questioning revealed two possible reasons for this situation:

(a) Lack of permanency of incumbent in position - the person assigned to the position of audio-visual director is all too often a classroom teacher assigned temporarily or part-time to the position. Lack of status for the position and its duties is reflected in failure of the incumbent fully to assume part in professional affiliations and activities.

(b) Failure of the Council to circularize or publicize adequately information about the benefits of Council membership.

A more extensive public relations program throughout the state is a definite requirement, and needs to be carried out in the immediate future. This of course poses the problem of how to finance such a program. Council funds come from membership dues. Increased activities can only be carried out if the costs are covered by an increase in dues or the receipt of special funds. The costs for an adequate public relations program cannot conceivably be met by the relatively small amount to be gained from increased dues, and this points to the fact that attention must be given to special grants.

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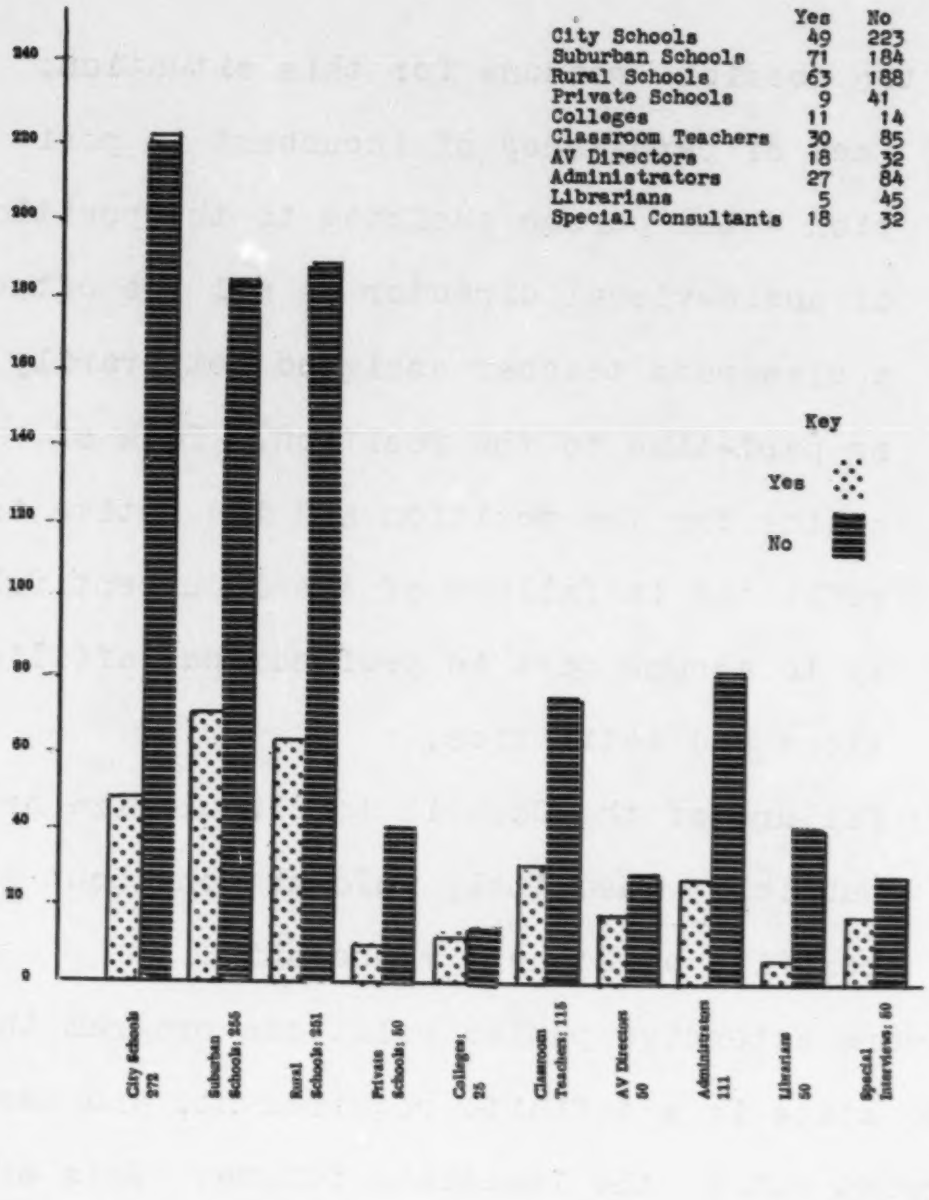
Chart IV. Number of Respondents in Each Category Acquainted with Nature and Activities of New York State Audio Visual Council



	Yes	No
City Schools	49	223
Suburban Schools	71	184
Rural Schools	63	188
Private Schools	9	41
Colleges	11	14
Classroom Teachers	30	85
AV Directors	18	32
Administrators	27	84
Librarians	5	45
Special Consultants	18	32

Regular activities of the Council are considered to be:

1. A Winter Conference, held in December, at which regular business and election of officers take place. (Has been held at Syracuse, New York)
2. A Summer Conference which is held in different places each year.
3. A newsletter authorized by the President and sent out from time to time.
4. Committee reports, some of which have been made available to members in mimeographed pamphlet form.
5. Participation in conferences and workshops throughout the state.

__Question 2__ - Are you acquainted with the nature and activities of the New York State Audio-Visual Council?

__Comment__:

In this instance the relative failure of all groups except the college one to know about the activities of the Council may be attributed directly to lack of a definite public relations program and a strong membership campaign. There was little evidence to indicate that many educators in the state had ever received notices describing the Council and its activities. Classroom teachers and rural school disclaimed ever having received notices of any kind. This is an instance where the channels of communication apparently do not exist or have failed to function. It can of course be accounted for by the fact that the Council has had neither the budget nor the staff to care for a public relations program.

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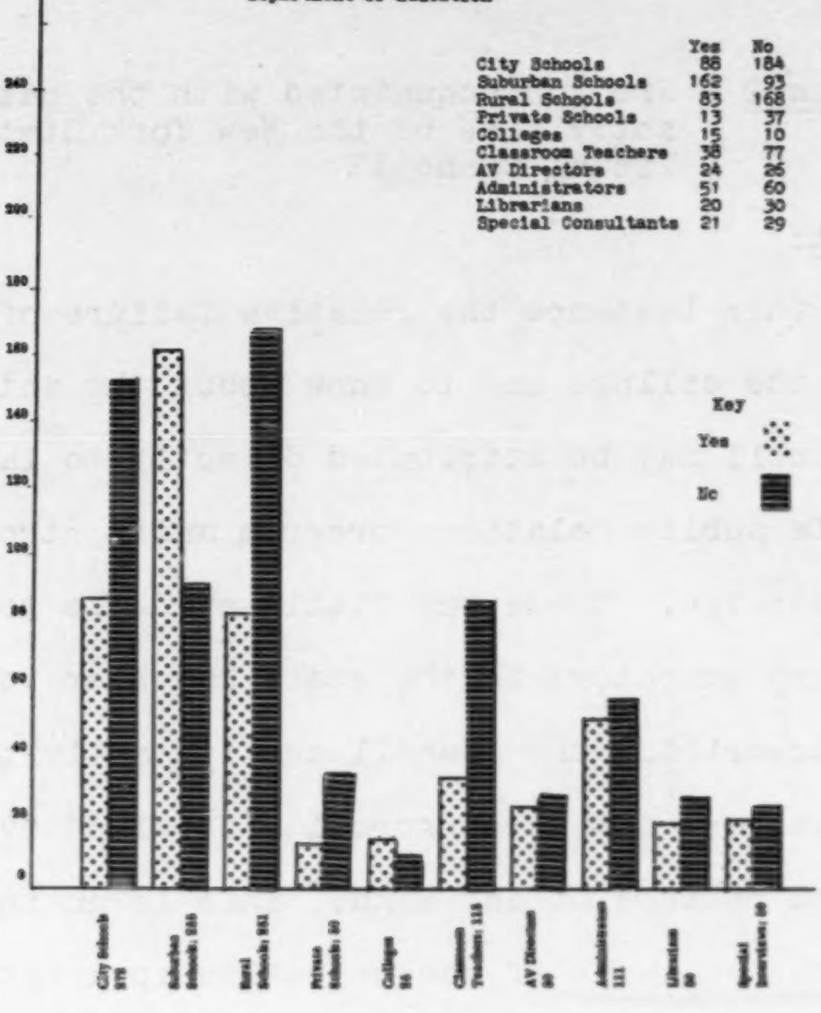
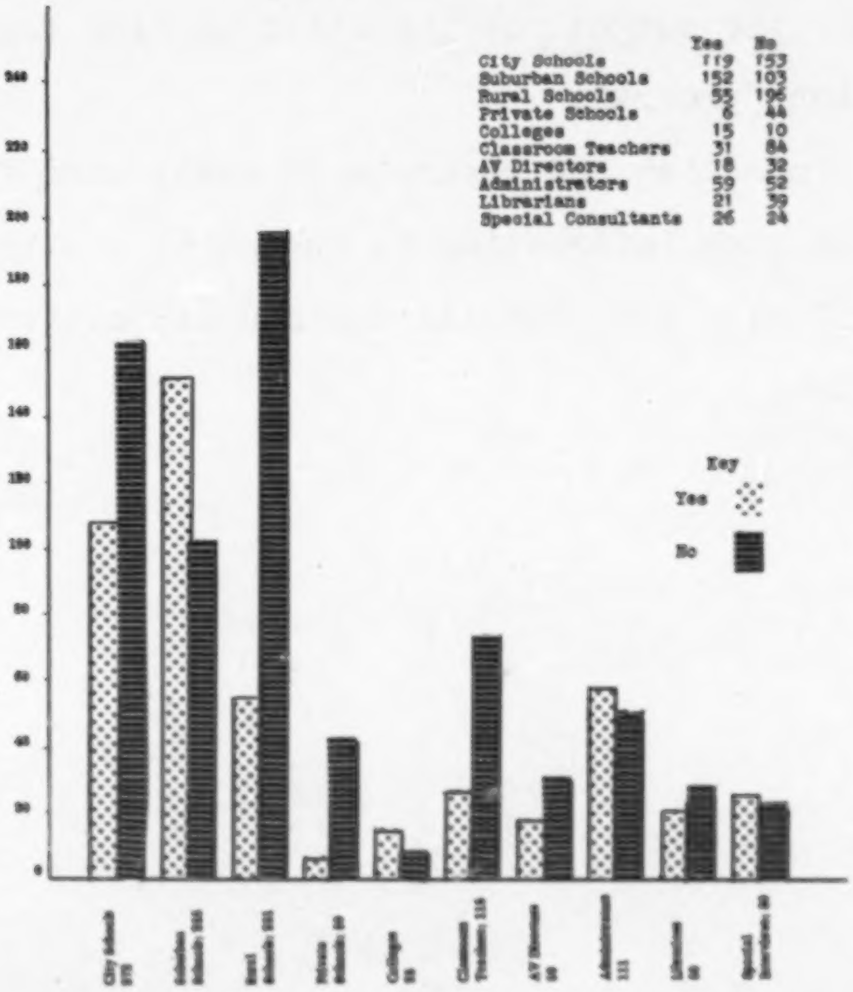
Information and channels of every kind for disseminating such information is essential and is required to publicize the organization and its activities and services.

Chart V. Number of Respondents in Each Category Acquainted with Services of the Division of Educational Communications of the New York State Department of Education



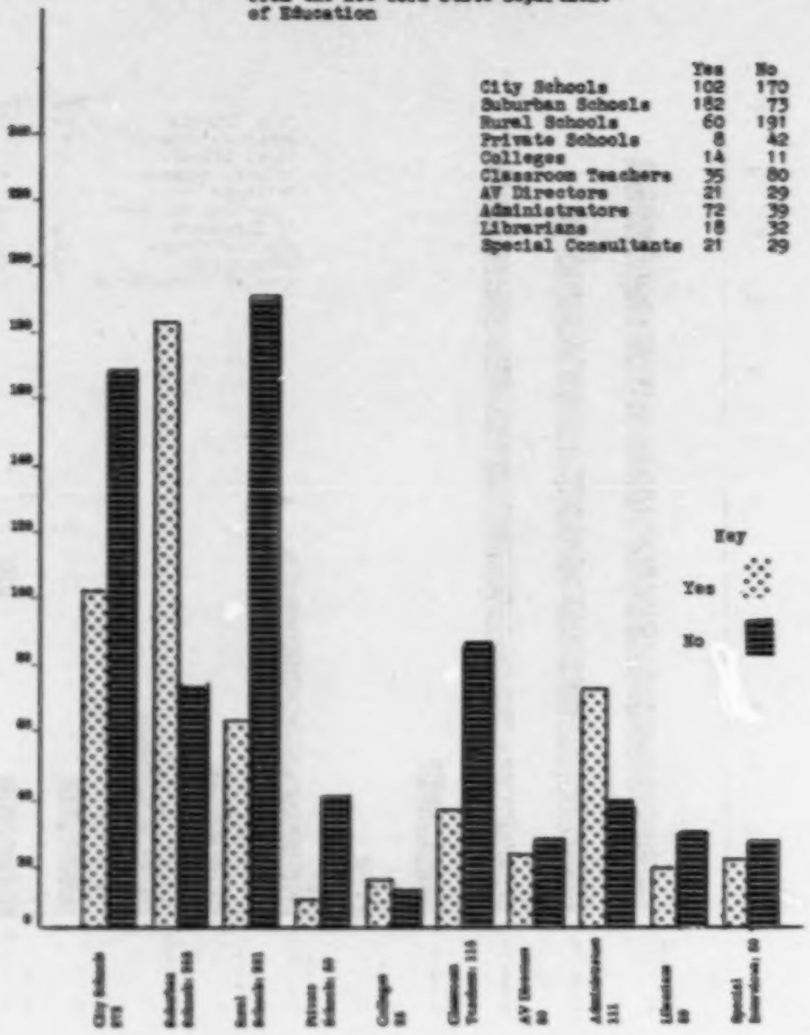
	Yes	No
City Schools	88	184
Suburban Schools	162	93
Rural Schools	83	168
Private Schools	13	37
Colleges	15	10
Classroom Teachers	38	77
AV Directors	24	26
Administrators	51	60
Librarians	20	30
Special Consultants	21	29

Chart VI. Number of Respondents in Each Category Receiving Film Round Ups from the New York State Education Department



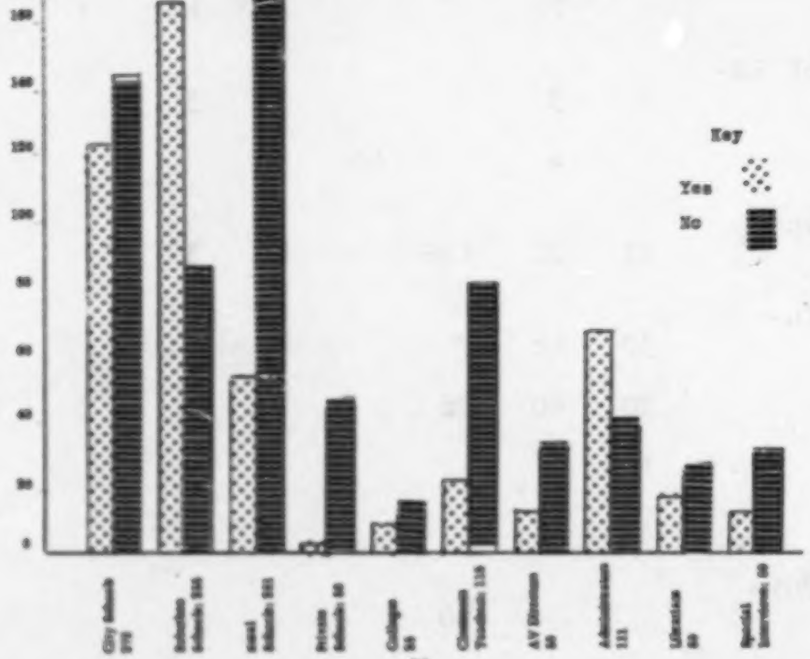
	Yes	No
City Schools	119	153
Suburban Schools	152	103
Rural Schools	55	196
Private Schools	6	44
Colleges	15	10
Classroom Teachers	31	84
AV Directors	18	32
Administrators	59	52
Librarians	21	39
Special Consultants	26	24

Chart VII. Number of Respondents in Each Category Receiving Television Guides from the New York State Department of Education



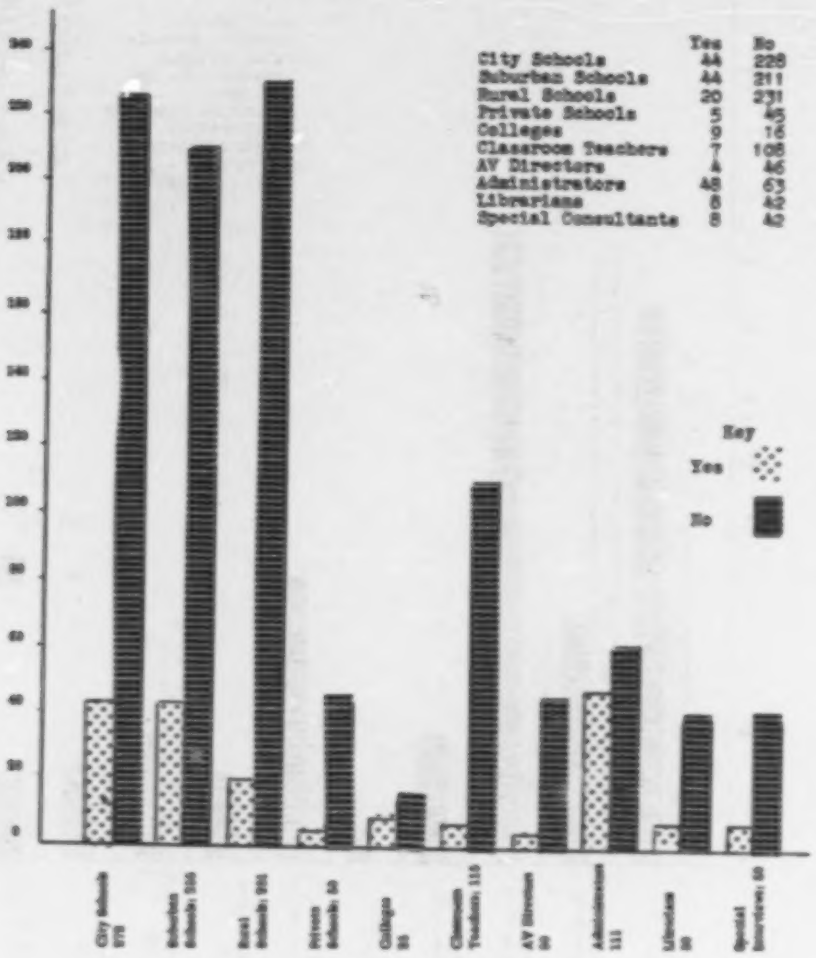
	Yes	No
City Schools	102	170
Suburban Schools	182	73
Rural Schools	60	191
Private Schools	8	42
Colleges	14	11
Classroom Teachers	35	80
AV Directors	21	29
Administrators	72	39
Librarians	18	32
Special Consultants	21	29

Chart VIII. Number of Respondents in Each Category Receiving Newsletters and/or Pamphlets from the New York State Education Department



	Yes	No
City Schools	125	147
Suburban Schools	168	87
Rural Schools	53	198
Private Schools	2	48
Colleges	10	15
Classroom Teachers	21	94
AV Directors	14	36
Administrators	67	44
Librarians	21	29
Special Consultants	14	36

Chart IX. Number of Respondents in Each Category Having Direct Correspondence with the New York State Education Department



	Yes	No
City Schools	44	228
Suburban Schools	44	211
Rural Schools	20	231
Private Schools	5	45
Colleges	9	16
Classroom Teachers	7	108
AV Directors	4	46
Administrators	48	63
Librarians	8	42
Special Consultants	8	42

Table 1. Number of Respondents in Each Category Receiving Information from Other Sources within the State

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
Education Associations	18	68	47	9		1	8			
Semi-Education Associations		20				12	1	1		
Local Boards of Educations	6	5				3		3		2
Museum	1	4		24						
Government Agencies	27	22	105		1	30				3
Business and Industry	30	48	7		1			3		
None	30	40	28		2	3	3	25	1	
Local Centers	16	7	1							
Individuals	12									
Colleges and Universities			10							

Questions 3 and 4 Are you acquainted with the services and types of assistance available from the Department of Educational Communications of the New York State Education Department at Albany, New York?

Do you receive information about instructional materials to be used with your classes from any of the following sources: Film Roundup, Television Program Guides, Newsletters and other pamphlets from New York State Department of Education, Direct correspondence with the Staff of the Department of Educational Communications of the State Department of Education, and other sources within the state?

Comment;

The fact that the State Education Department has circulated two pamphlets extensively has carried its name and some knowledge of its services to more schools than is true of the Council. Very few in any of the groups, however, have had direct correspondence with the Department. There was little indication given that any of the groups knew the names of specific persons to whom to write. Ideas were vague as to exactly what could be secured from the Department,under what conditions help would be rendered.

Again this is directly related to the problem of public relations and the need to circularize correct information about the Department and its facilities.

Neither the Council nor the State Education Department has a definite planned program of public relations; a regular pamphlet or brochure to acquaint any or all types of educators in the state with specific services available to them; a system of periodic check-ups to acquaint newcomers to the state school system of the aforementioned services.

Lack of such channels for dissemination of information about both organizations is a serious roadblock to the performance of services both could render to the educational program of the state. Neither can be expected to undertake really effective programs in the foreseeable future unless such channels are instituted. Therefore it is recommended that both organizations should establish effective channels for the dissemination of information about instructional materials and the professional responsibilities of audio visual personnel.

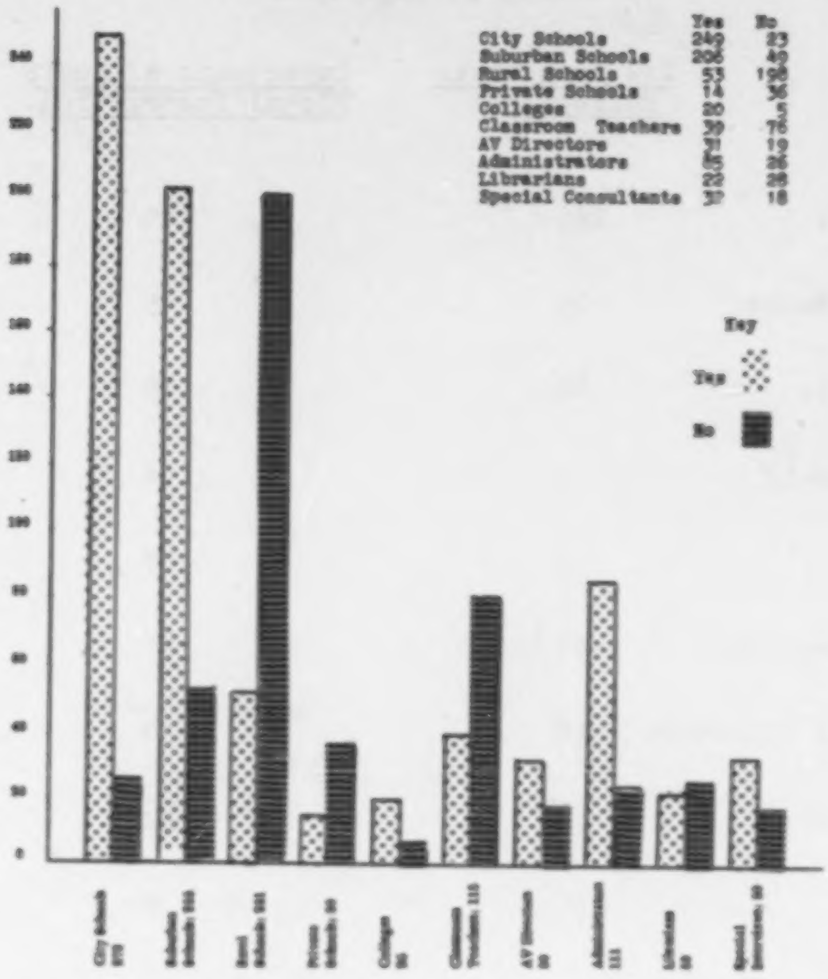
Table 2. Number of Respondents in Each Category Receiving Information from Professional Magazines

	New York State Bulletins	Department of Audio Visual Instruction	National Education Journal
City Schools	246	89	238
Suburban Schools	105	45	152
Rural Schools	78	18	42
Private Schools	5	4	18
Colleges	5	9	12
Classroom Teachers	94	11	43
Audio-Visual Directors	18	12	19
Administrators	63	23	68
Librarians	11	9	36
Special Interviews	10	9	9

Table 3. Number of Respondents in Each Category Receiving Information from Educational Magazines

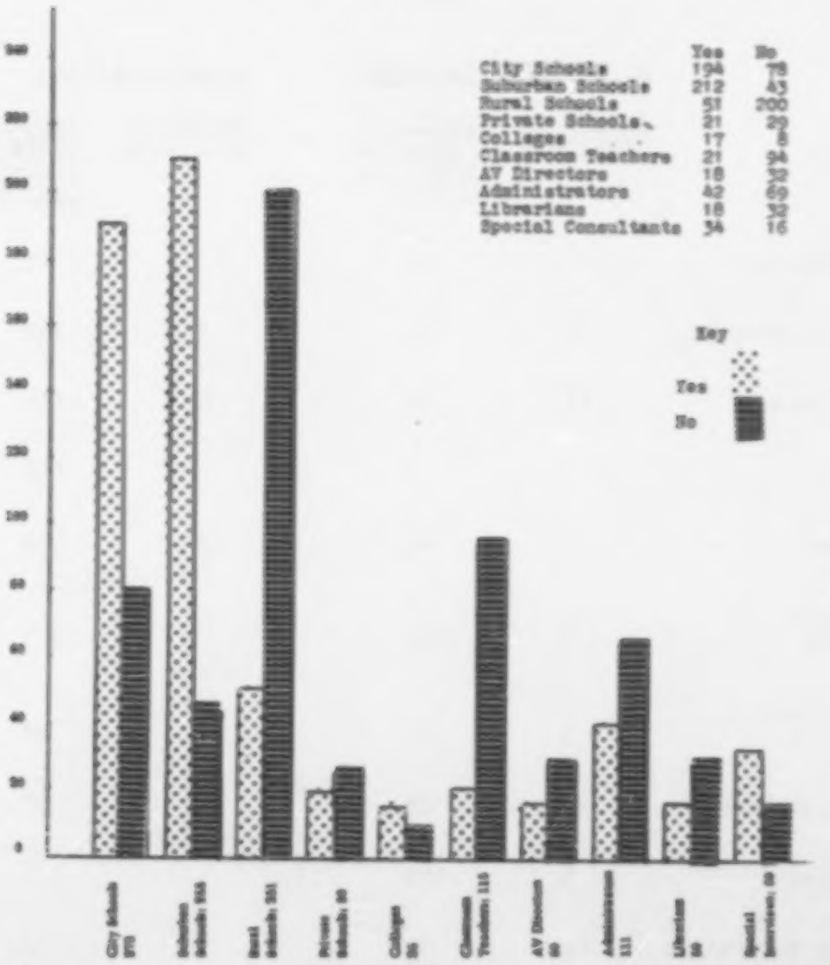
	EDUCATIONAL MAGAZINES		TRADE MAGAZINES	
	Number of Magazines	Number of Times Mentioned or Listed	Number of Magazines	Number of Times Mentioned or Listed
City Schools	7	95	31	77
Suburban Schools	25	431	34	350
Rural Schools	14	82	13	165
Private			8	110
Colleges	8	48	13	33
Classroom Teachers	7	137	9	213
Audio Visual Directors	3	11	11	37
Administrators	8	29	14	60
Librarians	5	115		
Special Interviews	12	58	7	22

Chart X. Number of Respondents in Each Category Receiving Brochures and Announcements from Producers of Materials and Equipment



	Yes	No
City Schools	249	23
Suburban Schools	206	49
Rural Schools	53	198
Private Schools	14	36
Colleges	20	5
Classroom Teachers	39	76
AV Directors	31	19
Administrators	85	26
Librarians	22	28
Special Consultants	32	18

Chart XI. Number of Respondents in Each Category Receiving Catalogs from Instructional Centers or Film Libraries of Colleges



	Yes	No
City Schools	194	78
Suburban Schools	212	43
Rural Schools	51	200
Private Schools.	21	29
Colleges	17	8
Classroom Teachers	21	94
AV Directors	18	32
Administrators	42	69
Librarians	18	32
Special Consultants	34	16

Table 4. Number of Respondents in Each Category Receiving Catalogs from Dealers and Other Sources

	Producers Brochures or Catalogs		Audio Visual Center Brochures or Catalogs		Other Sources	
	Number of Brochures or Catalogs	Number Mentioned or Listed	Number of Brochures or Catalogs	Number Mentioned or Listed	Number of Sources	Number Mentioned or Listed
City Schools	27	240	20	88	29	217
Suburban	60	1063	23	268	37	146
Rural	23	405	17	167	17	39
Private	11	149	5	58		
Colleges	17	118	7	9	1	1
Classroom Teachers	23	254	10	88	4	23
Audio Visual Directors	26	250	10	44	2	15
Administrators	23	297	12	78		
Librarians	5	20				
Special Interviews	15	92	9	63	4	22

In studying these responses two facts were noted and reported by all investigators:

1. There were no directories, lists, guides or files of information for either teachers and/or supervisors and principals to use.

2. In localities where they did know, that materials were to be secured from sources of the type indicated in (1) above, they did not have address lists, names or resource files.

The listing on the following page represents an account of sources which were known by name and address and which were mentioned in interview checking. In many instances the person interviewed seemed to remember contacting sources, but did not remember or have a record of specific names.

Table 5. Number of Sources from Which Other Information Is Received

SOURCES FROM WHICH INFORMATION ABOUT INSTRUCTIONAL MATERIAL HAS BEEN RECEIVED

Source	Number of Times Mentioned or Listed
Boards of Cooperative Services	54
Conferences or Meetings of Audio Visual Groups	36
Discussion With Other People	49
Educational Film Library Association	19
Foreign Government Centers or Trade Associations	34
Industrial Training Centers	27
Local Business Groups	48
Museum Educational Services	36
New York State Department of Commerce	23
New York State Board of Health	19
Other Stats Departments of Education	11
Religious Educational Service Centers	9
Sales Representatives	26
United States Government:	
Department of Agriculture	14
Department of Commerce	24
Department of Interior(Conservation)	26
Department of Mines	19
Private Industries:	
Companies with Film Resources (27 companies specifically named)	62
Companies To Be Visited As Field Trips	39

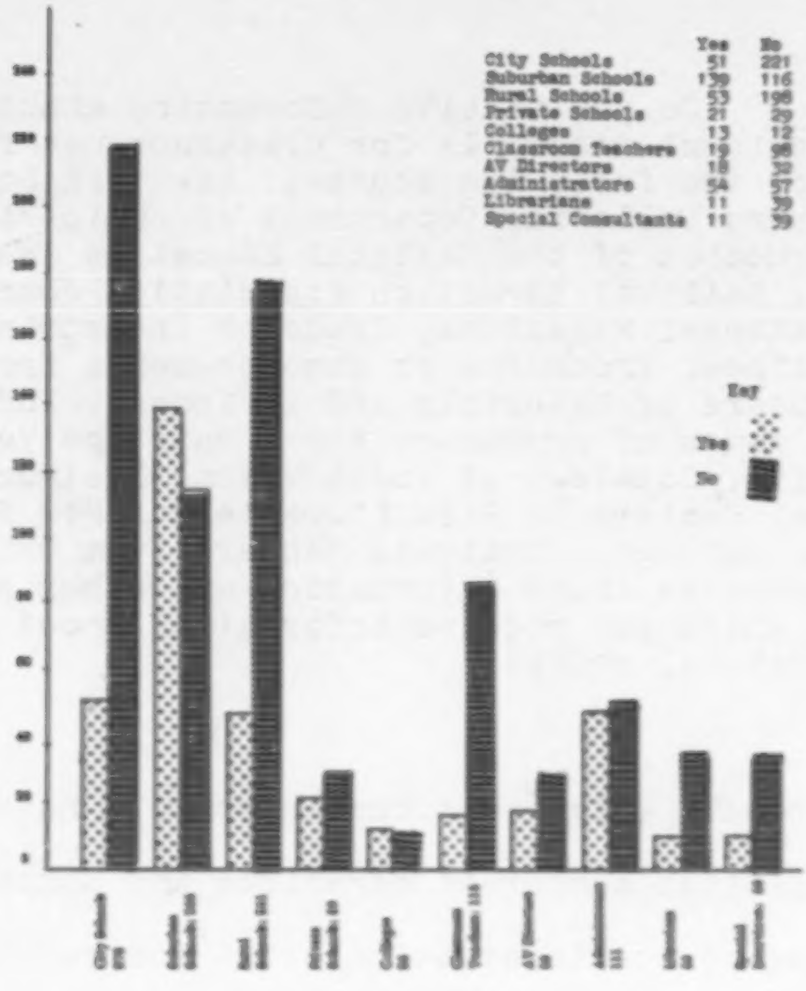
Question 5 Do you receive information about instructional materials for classroom use from any of the following sources: New York State Teachers Bulletin, Department of Audio-Visual Instruction of the National Education Association, National Education Association Journal, Educational Magazines, Trade or Industrial Magazines, Brochures or Announcements from Producers of Materials and Equipment, Indicate names of producers whose catalogs you receive, Catalogs of Audio Visual Instructional Centers or Film Libraries of New York State Colleges, Indicate centers from which you receive above information and other sources from which you receive information about new instructional media?

Comment:

Apparently city and suburban schools have access to the greatest number of magazines and pamphlets containing source information about instructional media and equipment. Schools in these areas seem to include subscriptions to these magazines in their budget allocations more frequently than do the other groups. Moreover a greater number of producers of materials and equipment are located in these areas and have close contact with the schools and school personnel. Consequently magazines and dealer's catalogs are more readily accessible as channels of information.

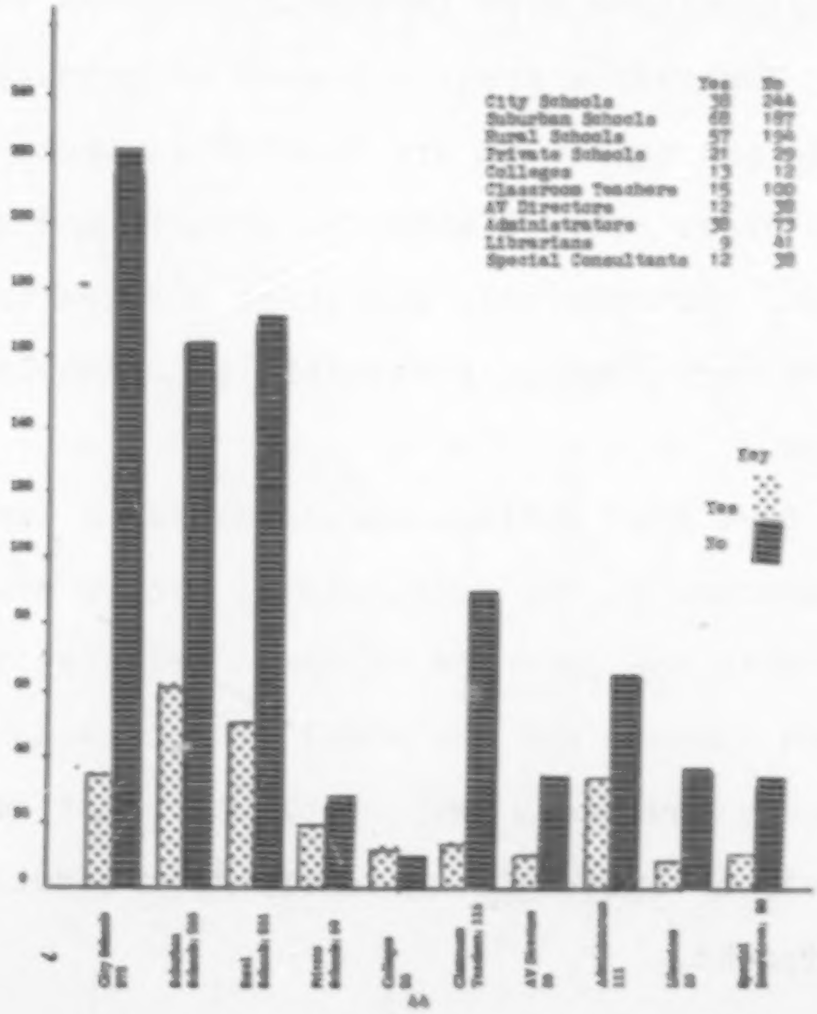
The fact that college personnel has a large number of members in the professional groups means that they receive the journals of these organizations. The classroom teacher and the rural school needs to receive these sources. They should be supplied with newssheets or lists giving information about materials and equipment.

Chart XII. Number of Respondents in Each
Category Needing Information about
How to Set Up An Instructional
Materials Center



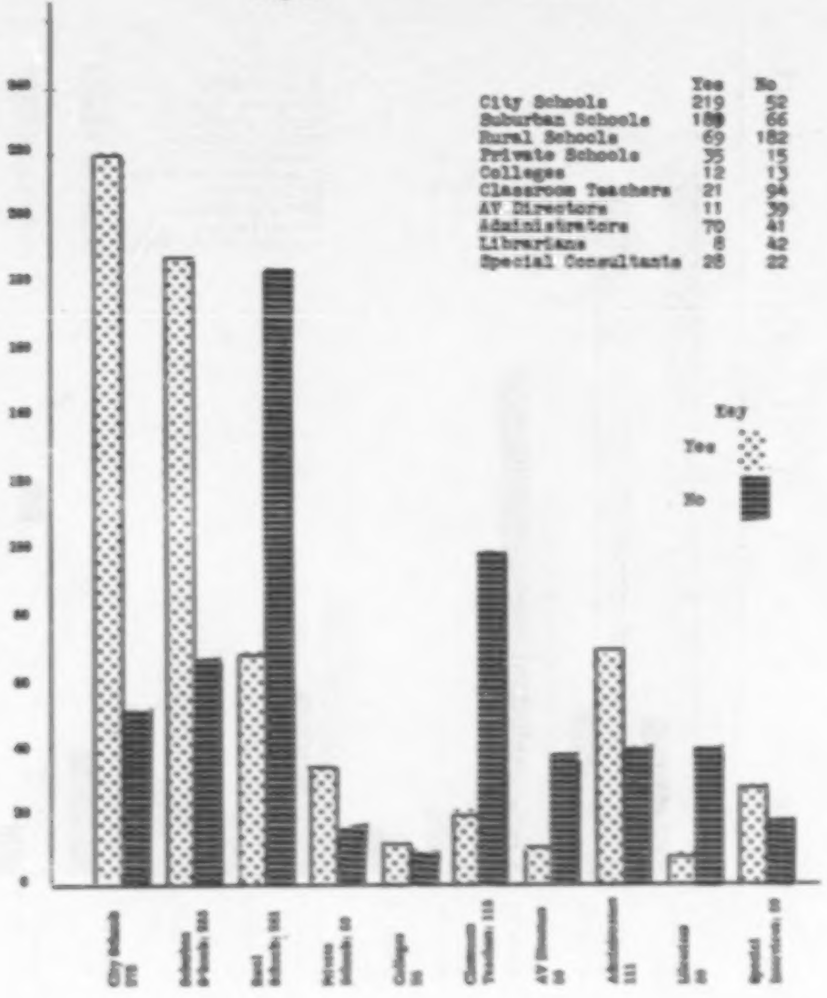
	Yes	No
City Schools	51	221
Suburban Schools	139	116
Rural Schools	53	198
Private Schools	21	29
Colleges	13	12
Classroom Teachers	19	98
AV Directors	18	32
Administrators	54	57
Librarians	11	39
Special Consultants	11	39

Chart XIII. Number of Respondents in Each
Category Needing Information on How to
Set Up a Film Library



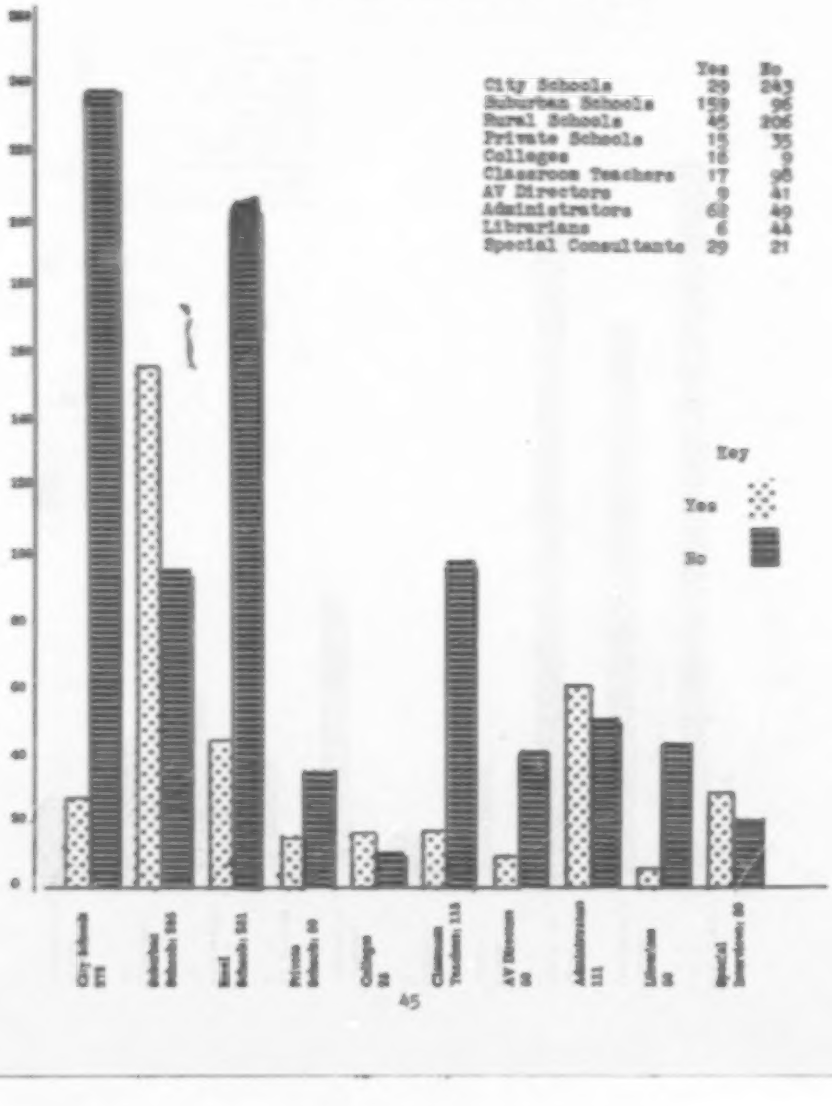
	Yes	No
City Schools	38	244
Suburban Schools	68	197
Rural Schools	57	194
Private Schools	21	29
Colleges	13	12
Classroom Teachers	15	100
AV Directors	12	38
Administrators	38	73
Librarians	9	41
Special Consultants	12	38

Chart XIV. Number of Respondents in Each Category Needing Information About How to Achieve a Blance of Materials and Equipment in an Instructional Materials Program



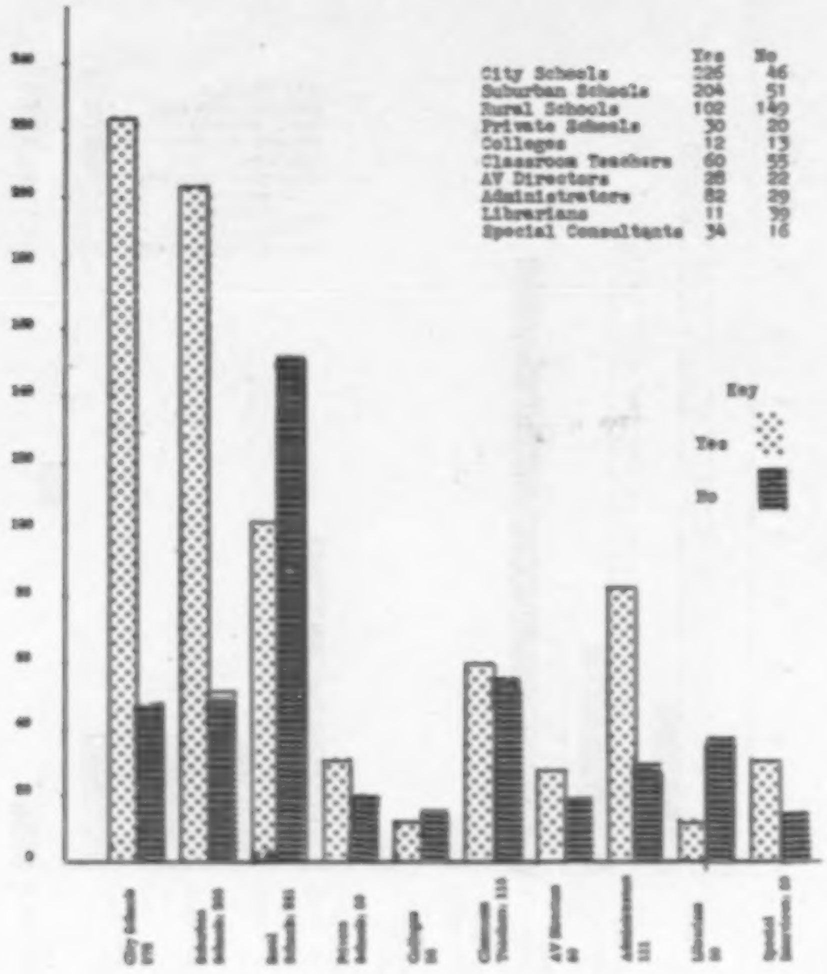
	Yes	No
City Schools	219	52
Suburban Schools	189	66
Rural Schools	69	182
Private Schools	35	15
Colleges	12	13
Classroom Teachers	21	94
AV Directors	11	39
Administrators	70	41
Librarians	8	42
Special Consultants	28	22

Chart XV. Number of Respondents in Each Category Needing Information About How to Achieve a Balance of Staff (Professional and Non-Professional) for the Program



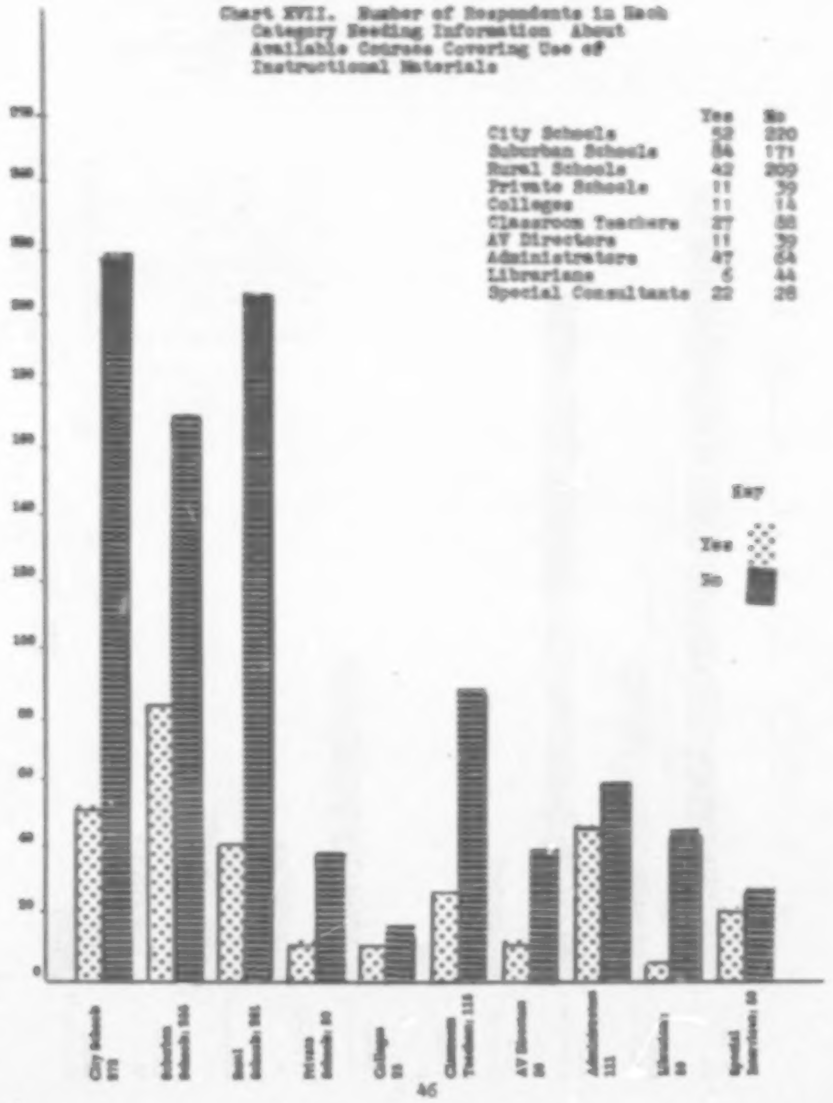
	Yes	No
City Schools	29	243
Suburban Schools	159	96
Rural Schools	45	206
Private Schools	15	35
Colleges	16	9
Classroom Teachers	17	98
AV Directors	9	41
Administrators	62	49
Librarians	6	44
Special Consultants	29	21

Chart XVI. Number of Respondents in Each Category Needing Information About How to Conduct Teacher Training Workshops and/or Seminars in the Use of New Instructional Media



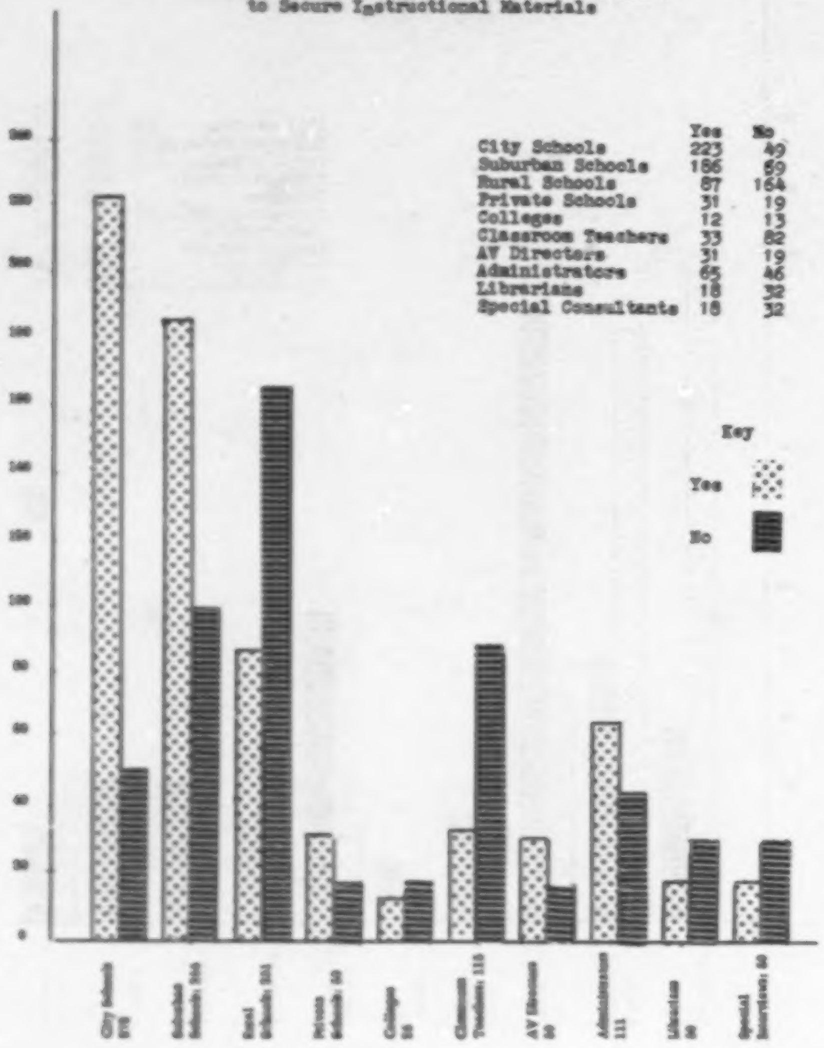
	Yes	No
City Schools	226	46
Suburban Schools	204	51
Rural Schools	102	149
Private Schools	30	20
Colleges	12	13
Classroom Teachers	60	55
AV Directors	28	22
Administrators	82	29
Librarians	11	39
Special Consultants	34	16

Chart XVII. Number of Respondents in Each Category Needing Information About Available Courses Covering Use of Instructional Materials



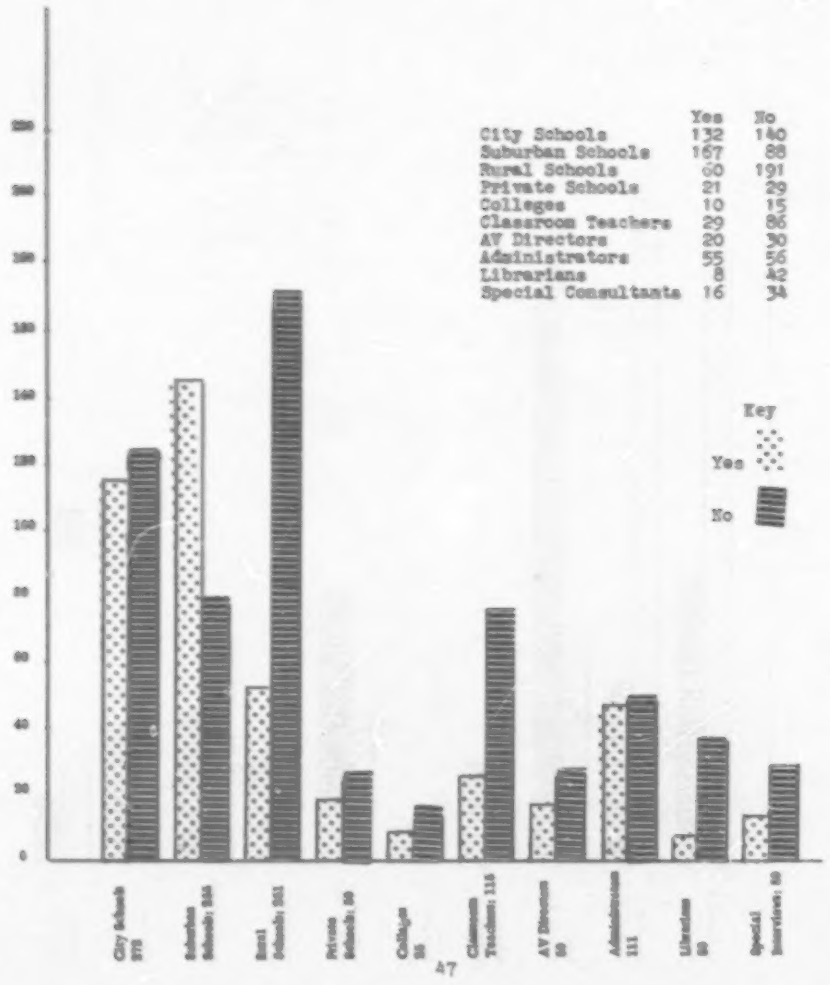
	Yes	No
City Schools	52	220
Suburban Schools	84	171
Rural Schools	42	209
Private Schools	11	39
Colleges	11	14
Classroom Teachers	27	88
AV Directors	11	39
Administrators	47	64
Librarians	6	44
Special Consultants	22	28

Chart XVIII. Number of Respondents in Each Category Needing Information About Where to Secure Instructional Materials



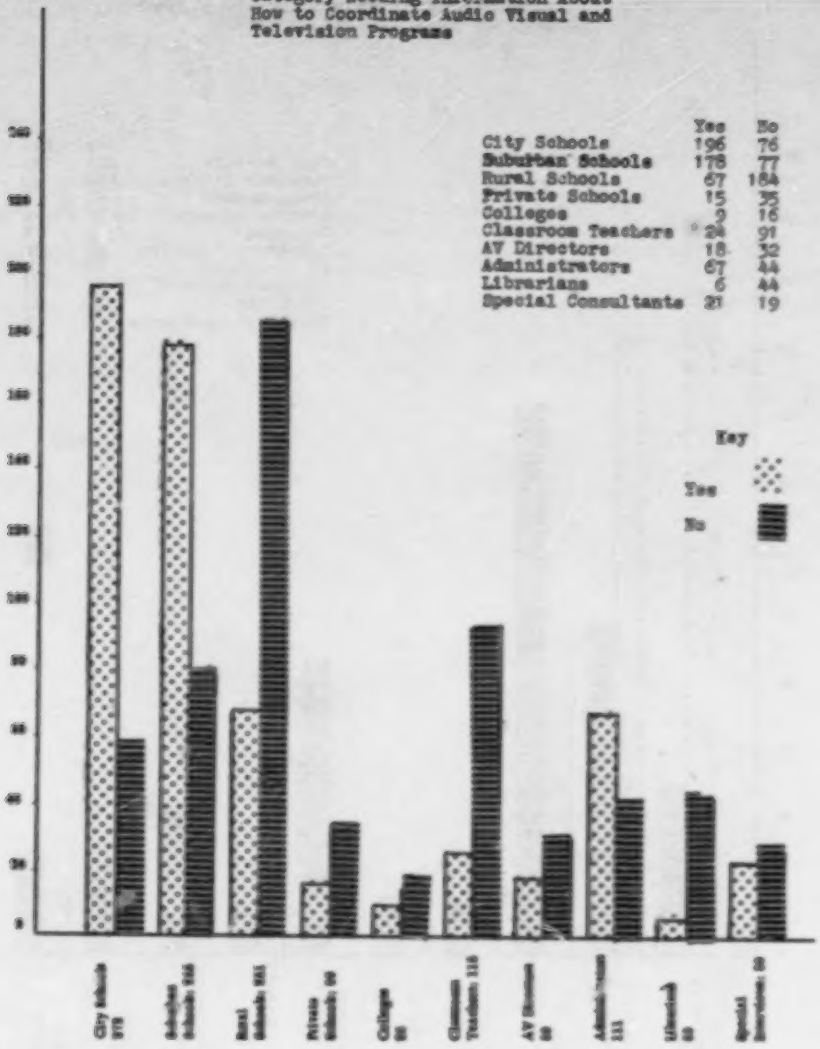
	Yes	No
City Schools	223	49
Suburban Schools	186	69
Rural Schools	87	164
Private Schools	31	19
Colleges	12	13
Classroom Teachers	33	82
AV Directors	31	19
Administrators	65	46
Librarians	18	32
Special Consultants	18	32

Chart XIX. Number of Respondents in Each Category Needing Information About Where to Secure Instructional Equipment



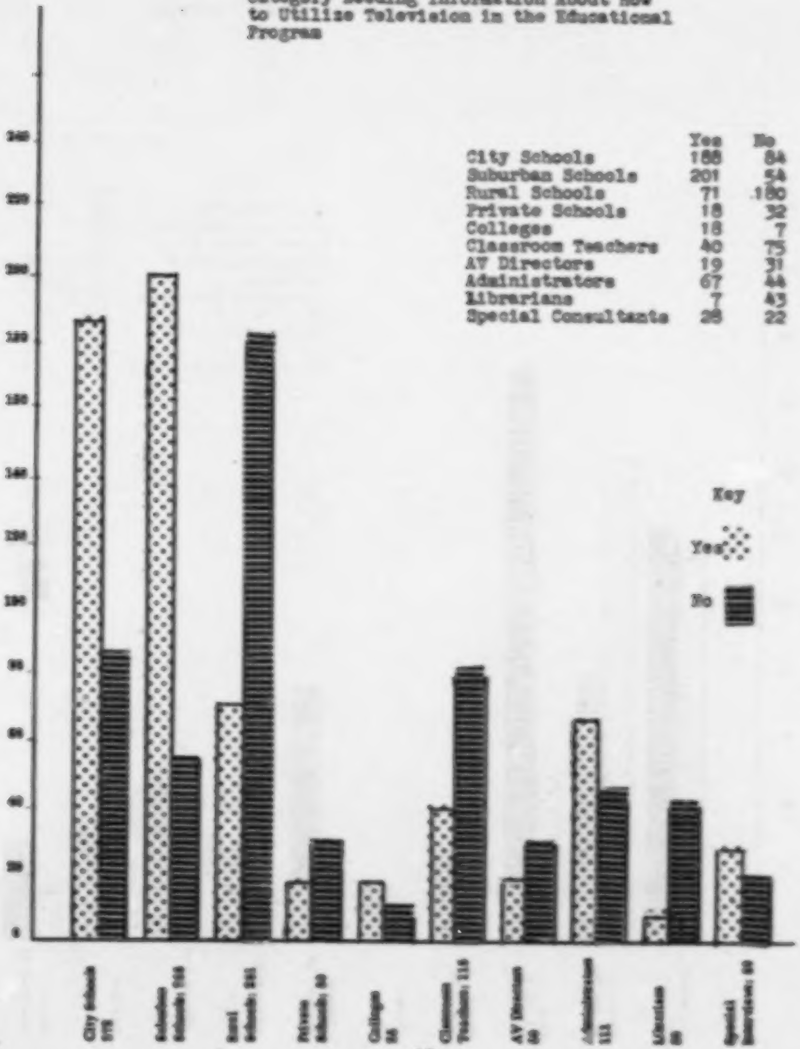
	Yes	No
City Schools	132	140
Suburban Schools	167	88
Rural Schools	60	191
Private Schools	21	29
Colleges	10	15
Classroom Teachers	29	86
AV Directors	20	30
Administrators	55	56
Librarians	8	42
Special Consultants	16	34

Chart XX. Number of Respondents in Each Category Needing Information About How to Coordinate Audio Visual and Television Programs



	Yes	No
City Schools	196	76
Suburban Schools	178	77
Rural Schools	67	184
Private Schools	15	35
Colleges	9	16
Classroom Teachers	24	91
AV Directors	18	32
Administrators	67	44
Librarians	6	44
Special Consultants	21	19

Chart XXI. Number of Respondents in Each Category Needing Information About How to Utilize Television in the Educational Program



	Yes	No
City Schools	188	84
Suburban Schools	201	54
Rural Schools	71	180
Private Schools	18	32
Colleges	18	7
Classroom Teachers	40	75
AV Directors	19	31
Administrators	67	44
Librarians	7	43
Special Consultants	28	22

Chart XXII. Number of Respondents in Each Category Needing Information About How to Train Teachers in the Use of Educational Television

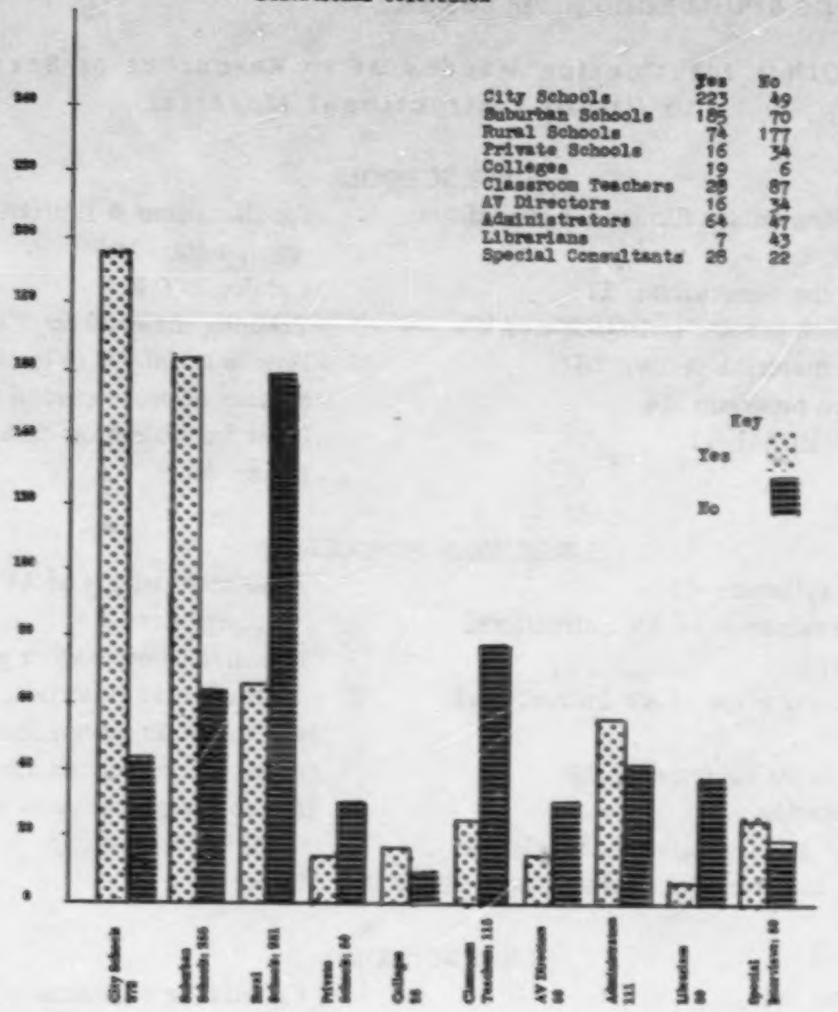


Table 6. Summary of Responses to Question 6

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Inter-views
Number of schools responding	272	255	251	50	25	115	50	111	50	50
ITEMS										
a	51	139	53	21	13	17	18	54	11	11
b	38	68	57	21	13	15	12	38	9	12
c	219	189	69	35	12	21	11	70	8	28
d	29	159	45	15	16	17	9	62	6	29
e	226	204	102	30	12	60	28	82	11	34
f	52	84	42	11	11	27	11	47	6	22
g	223	186	87	31	12	33	31	65	18	18
h	132	167	60	21	10	29	20	55	8	16
i	196	178	67	15	9	24	18	67	6	21
j	188	201	71	18	18	40	19	67	7	28
k	223	185	74	16	19	28	16	64	7	28

Table 7. Information Needed As to Resources or Services Pertaining to Use of Instructional Materials

#6ℓ - Other Information Needed as to Resources or Services Pertaining to Use of Instructional Materials

CITY SCHOOLS

Standards for elementary filmstrip & record libraries: 19
How to enrich the curriculum: 17
How to overcome teacher resistance to AV instructional materials & TV: 16
Improve present program: 14
Information on NDEA: 11
Specifications & limitations of materials & equipment: 10
Cataloging: 9
Training material for TV: 7
How to adapt TV to grade units: 6
Sources of pre-recorded tapes: 6
Ideas for projection club meetings: 4
None: 30

SUBURBAN SCHOOLS

Correlation to syllabus: 42
Standards for evaluation of AV instructional materials: 27
How to get effective use of AV instructional materials: 20
List of standards for equipment: 19
General information: 16
Sources of free & inexpensive material: 14
Preparation of materials for overhead projection: 12
Annotated listings of AV instructional materials & equipment: 8
Information on teacher production of AV instructional materials: 6
How to obtain money from foundations: 4
Closed circuit television: 2
How to improve present program(State Department level consultation): 1
None: 47

RURAL SCHOOLS

Evaluation lists: 34
Curriculum list units: 19
Criteria for equipment: 19
Nothing: 35

PRIVATE SCHOOLS

Curriculum list units: 7
Plans for TV programs: 6
Where to get free material: 4

COLLEGES

Sources on TV & production of graphics: 1
None: 3

CLASSROOM TEACHER

Evaluation lists: 39
Monthly pamphlet: 18
Case studies: 1
How to store and distribute material: 1
None: 6

AV DIRECTORS

None: 2

ADMINISTRATORS

Techniques of using materials: 1
How to organize budgets: 1
Annotated appraisals: 1
None: 27

LIBRARIANS

None: 1

SPECIAL INTERVIEWS

Immediate notice of new materials: 2
Lists: 2
Special graduate courses: 1
Help for classroom teachers: 1
None: 1

Question 6 - Do you need information about the following: (a) How to set up an instructional materials center (b) How to set up a film library, (c) How to achieve a balance of materials and equipment for your instructional program, (d) How to achieve a balance of staff (professional and non-professional) to service your instructional program needs (e) How to conduct teacher training workshops and/or seminars in use of new instructional media, (f) What courses are available in use of instructional materials and equipment, (g) Where to secure instructional materials, (h) Where to secure instructional equipment, (i) How to coordinate audio visual and television programs, (j) How to utilize television in your instructional program, (k) How to train teachers in use of instructional television, (l) What other information do you need as to resources or services pertaining to use of instructional materials?

Comment:

If one will examine the column indicating composite of replies to the items of this question, it will be seen that the three high ranking priorities indicated are for:

(a) How to conduct teacher training workshops and/or seminars in the use of new instructional media

(b) Where to secure instructional materials

(c) How to utilize television in your instructional program

In terms of dissemination sources needed this has implications as follows:

To the Colleges - the fact that high priority was given to the need for workshops points to the fact that pre-service training of teachers is not providing adequate skills to meet job requirements; course work at the pre-service level has not prepared the teacher to meet modern instructional situations, and there is a re-training program which must now be done at the post-graduate level. If the colleges wish to meet this challenge then there must be an adjustment of course offerings to provide training at the pre-service level.

To meet this immediate need both the Council and the State Education Department, as professional leadership organizations, can render service by providing for workshop seminars, staffed by competent specialists qualified to train teachers to use and to produce instructional materials. Discussion with teachers and administrators would indicate that the need for these workshops is greatest farthest from college or city localities where advanced and specialized courses are offered. Comments made most frequently indicated a desire for workshops devoted to

(a) Production of simple instructional materials
(b) Training in techniques for presentation of television lessons
(c) Training in use of modern instructional machines, particularly language laboratory equipment.

This is an opportunity for the Council and State Education Department to cooperate.

2. To the Council - There is a need for resource lists of two types (a) The purely informational, "where-to-get-it" type of source list; (b) The evaluation listing of materials, with recommendations for classroom teaching value.

Preparation and dissemination of such lists is an activity the Council should sponsor.

3. To the State Education Department - Teachers are not aware of the professional guides, leaflets and services available from this office. The Department should consider cooperating with the Council in a project designed to disseminate information about its resources and services, and to utilize Council members in getting these services to teachers.

Table 8.

#7 - Kinds of Information You Need for Your Own Program Purposes

CITY SCHOOLS

Source and research data: 17
Administrative plans & personnel practices: 16
Information about grade level films: 14
Standards & sources for AV instructional materials & equipment: 13
Case studies: 12
Teacher training on materials, equipment, & production: 10
How to train student operators: 6
Methods of cataloging: 1
Teaching machines: 1
None: 22

SUBURBAN SCHOOLS

Curriculum units: 31
Case studies, N.Y. & other states: 30
Sources of material & equipment: 18
How to get effective use & production of AV materials: 16
How to secure school board support for AV program: 14
Administrative plans: 11
Complete list of AV materials & equipment under NDEA: 9
Information on special TV programs for special curriculum units: 5
Standards for salaries, personnel, language labs, & teaching machines: 4
Availability of free material & equipment: 1
None: 32

RURAL SCHOOLS

Lists & sources of available AV materials & equipment: 42
Curriculum lists(English): 35
Case studies: 29
Information on running an AV library: 6
Comparable information concerning state program: 2
How to integrate AV in classroom: 1
How to increase budget: 1
Film evaluation: 1
None: 27

PRIVATE SCHOOLS

Source lists, including sets of materials: 48
Evaluation lists: 17

COLLEGES

Information on curriculum for teacher education: 6
AV in-service course information: 1
Information concerning industry aids: 1
Better knowledge of State Dept. of Educ. activities: 1
Information on budgets for AV: 1
Information on NDEA: 1
Lists of AV personnel: 1
None: 1

CLASSROOM TEACHERS

Case studies: 34
More material: 1
Available material for mathematics: 1
None: 6

AV DIRECTORS

Other programs in & out of state: 2
None: 1

ADMINISTRATORS

Curriculum coordinator: 11
Case studies: 9
None: 11

LIBRARIANS

None: 1

SPECIAL INTERVIEWS

Evaluation lists: 3
Foreign language material: 1
Help for own newsletter: 1
None: 7

Questions 7 and 8 - What kinds of information do you need for your own program purposes?

What kinds of information should be printed and made available throughout the state?

Comment:

The consistency of response to both questions has import for the Council, the State Education Department and for the colleges and universities, for all three groups are channels for the dissemination of the type of information requested.

Both the Council and the State Education Department should prepare and disseminate lists of sources of materials and equipment. It is the responsibility of the State Education Department to set and publish standards of performance for equipment. For the State Education Department to prepare critical appraisals of brand name instructional materials and/or equipment, would place them in the position of recommending specific products. Such lists could best be promulgated by the Council. Both the State Education Department and the Council should circulate their lists.

The fact that so many have asked for case studies of audio-visual programs in action, and examples of correlation of audio-visual materials to curriculum units would make it appear that such information is not being supplied by the college and university training courses.

Such studies should be made available by the Council and the State Education Department. Initial responsibility for this type of information is directly within the scope of training course work. A majority of the audio-visual courses offered by the colleges and universities are concerned only with basic training in selection of materials and equipment. There is definite need for greater emphasis on the place of instructional materials in curriculum areas. Some audio-visual centers did have available examples of use of materials and sample lesson outlines of lessons or television programs carried out in their own local systems. No one center or channel exists however to which all teachers may turn for this type of information.

From discussions with teachers, administrators and curriculum supervisors, it was evident that teachers at all levels from kindergarten to college want:

a) assistance in locating and securing material (the reference center)
b) assistance in learning how to use materials in actual circumstances(the "work - browsing - doing" type of center).

In some instances during the investigation it was found that a school or college audio-visual department had set aside a corner for those wishing to learn to splice film or to make transparencies for the overhead projector. Such centers were not truly dissemination centers, however, and there was a lack of programs planned to insure service to student teachers and faculty members wishing to secure additional instructional materials.

An information check sheet was sent to one hundred and one colleges, universities, junior colleges throughout the state.* This was done to ascertain the name of the person to whom to direct inquiries and information to determine whether or not there was a potential dismination point to contact at the institution. Replies indicated the following:

College Data Check Sheet

Number of Check Sheets Distributed - 101

Number of Replies Received - 71	YES	NO
Colleges Having Audio-Visual Directors	37	34
Colleges Having an Instructional Center	50	21
Colleges Having At Least One Audio Visual Course	27	44
Audio-Visual Program Under Library Director	1	
Audio-Visual Program Under a Library Audio-Visual Committee	1	
Department Head or Faculty Committee in Charge of Securing Materials	24	

The range of facilities offered, services performed and course content included was wide and there was no unanimity of pattern, even among the state teacher training institutions.

This information was considered by the investigators in their discussions as to what might be recommended for the role of the colleges and universities in dissemination activities. The concensus of opinion expressed by the investigators was that these institutions should cooperate with the Council and the State Education Department

a) in formulating course requirements adequate to provide teacher competency in use of instructional materials
b) work with the Council and the State Education Department by providing specialists for the local and regional workshop-seminars recommended by this report in the Chapter on Summary and Recommendations

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*See Appendix for copy of College Information Check Sheet

Table 9. Functions Recommended for New York State Audio Visual Council

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
None	18	30	25		2	3		7	1	2
Provide Professional Leadership	19		38							
Organize Program of Inter Visitation	11									
Prepare Audio Visual Mailing List	4									
Prepare and Evaluate Lists of Materials	21	43	13			22				
Encourage Growth of Local Audio Visual Groups	6									
Organize Audio Visual Caravans	4				1					
Supply Information to Local Directors	17	11								
Prepare Cast Studies	39	24								
Organize Regional Workshops and Seminars	14	19	2		6			1		
Organize a Public Relations Program for the Council	17	9	2		4					1
Send out Regular Newsletter or Bulletin	19	58	55	35	4	36	9	11		7
Coordinate with State Department Informational Services		24								1
Organize Distribution Centers for Audio Visual Materials	11	20		2						
Organize Information Clearing House		16				1	11			
Provide How-to-do-it Information	11					29				
Send Audio Visual Materials Directly to Teachers		12								
Prepare Curriculum Correlation Guides	1	17		16		26				
Don't Know	2		1							1

Table 10. Activities Recommended for Council Rather Than for State Education Department

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
None	26	43	29	16	1	7	1	9	1	
Prepare Source Lists of Materials and Equipment	11			11	1					1
Organize Local Workshops and Seminars	13	39	7		1	21		5		
Prepare Regular Newsletter	13	15								1
Publicize Work of the Council	6	7	10		1					
Send Audio Visual Information Directly to Teachers	9	10								
Provide Professional Leadership	14									
Prepare Annotated List of Materials and Equipment	16	12	38				11			2
Assist Regional Audio Visual Groups	4	10								
Organize Caravans	2	2	1							1
Prepare Case Studies of Audio Visual Programs	17	11								2
Organize Workshops for Audio Visual Personnel		14								
Supplement Courses on Local Level		4								
Prepare Evaluative Lists of Materials		12	39							
Secure State Support of Superintendent and Director		9								
Organize Speakers List		12						4		
Prepare Audio Visual Instructional Kits		4								
Organize Program of Help to Schools(not having regular director)		16								
Serve as Liaison with Professional Journals		3						1		
Participate in Conventions of Other Groups		7			1					
Set Up Standards						11				
Don't Know	1		1							1

Table 11. Functions Recommended to State Department of Education to Carry Out Dissemination Activities

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
None	19	33	30		2	6		7	1	7
Serve As Information Center	28	13					1	10		
Set Pattern	9	1								
Organize Regular Centers and Workshops	4	16	12		4	1		8		
Prepare Regular Bulletins	45	19	19							
Prepare Newsletter in Curriculum Areas	13	43	49		1	1		9		1
Prepare Evaluated Lists of Materials and Equipment	26									2
Circularize Information on New Developments in Audio Visual Instruction	26									
Organize Caravans	1	2					1			
Organize Television Centers	1									
Prepare Case Studies		10								
Train Teachers for Television Teaching		4					3			
Prepare Field Trip Directory		6								
Coordinate All Audio Visual Activities in the State		27								
Secure Support of State Education Director and Superintendent		2								
Evaluate Audio Visual Materials and Equipment		61						9		
Publicize Standards for Materials and Equipment		33				19		4		
Revive Film and AV Round-up		1								
Encourage Production of Teacher Made Materials and Guides		1	41							
Supply Materials			44			14				
Conduct Audio Visual Research	4		8		7					
Set Standards for Building Facilities								4		

Questions 9, 10 and 11 - What functions should the New York State Audio-Visual Council undertake to improve the dissemination of information about new instructional materials and their use in education?

What activities can the New York State Audio-Visual Council (as contrasted to the State Department of Education) practically engage in to carry out the functions indicated in (9) above?

What functions should the Department of Educational Communications of the State Department of Education undertake to improve the dissemination of information about new instructional materials and their use in education?

Comment:

Many of the items indicated in questions 7 and 8 are repeated in the responses to these three questions. This is not mere duplication, but an indication that the things teachers need to carry out their task in the classroom should be supplied as dissemination functions by the Council, the State Education Department and the colleges and universities.

Three new items appear in the responses and are to be taken as ideas as to the functions envisioned as part of the work of the Council and State Education Department:

(a) Provision of leadership of a professional quality

(b) Provision of a regular newsletter or bulletin giving professional help and information

(c) Provision for regional workshops, staffed by specialists who could help organize and plan audio-visual programs and lessons.

Again any or all of these functions can and should be carried out by both organizations. It is again a matter of emphasis in carrying out the particular project which should determine the specific nature of what is to be done by either organization.

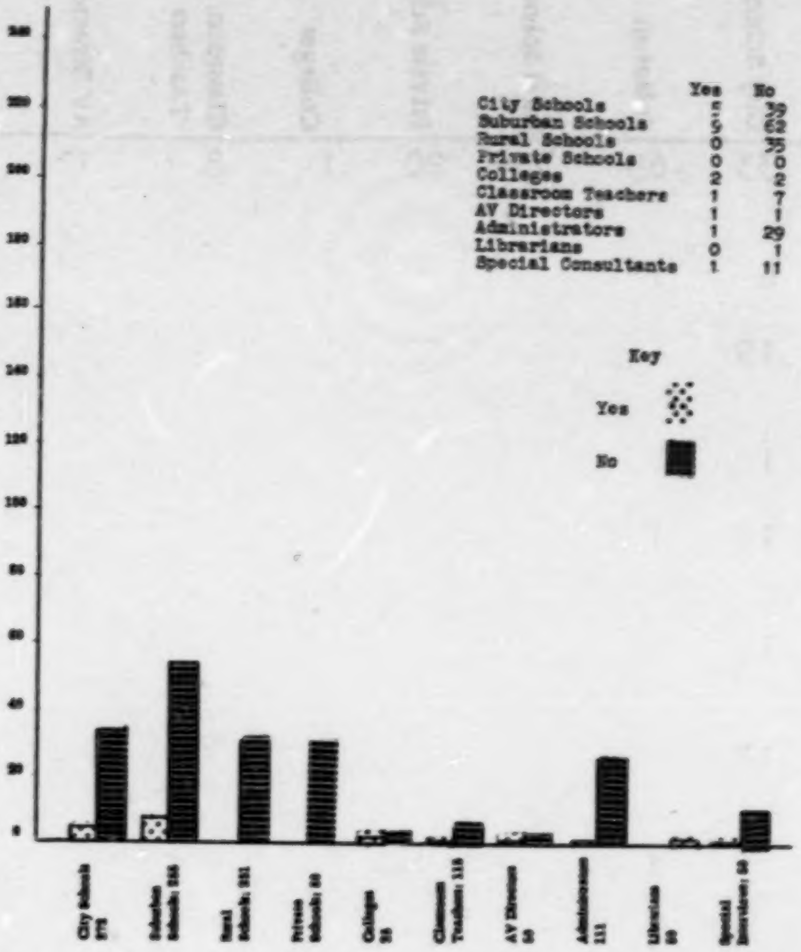
There should be cooperation between the two in carrying out such projects. This is an instance where there should be a liaison person to assure proper communication between the two groups.

There was strong opinion voiced throughout the field as to the need for a Newsletter Bulletin of a high degree of professional quality, which would serve as the major source for the dissemination of information, standards and case studies of audio-visual programs.

Table 12. Individual Projects Reported

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
No	33	65	33	20	1	8	1	29	1	10
Preparing for Closed Circuit Television	6	1								
Organizing Curriculum Aids Center	19									
Preparing School Public Relations Program	1									
Organizing Learning Laboratory	1	1								
Obtaining New and Important Methods of Teaching	1									
Preparing Curriculum Correlation Guides	17									
Preparing Television Evaluation Guide		1								
Conducting Local Workshops		1								
Coordinating Activities of Local Groups		1								
Preparing Geometry Material for Overhead Projector		1								
Preparing Research Proposal under Title II		1								
Organizing Filmstrip Library		1								
Preparing High School Course in Radio and Television Production		1								
Making Tape Record of Good City Audio Visual Program		1								
Preparing Handbook of Audio Visual Practices			1							
Preparing Local History Filmstrip			1							
Preparing Material for Slow Learners in English										1
Preparing Television Course in Methods of Teaching					1					

Chart XXIII. Indication of Need for Funds for Special Projects



	Yes	No
City Schools	5	39
Suburban Schools	9	62
Rural Schools	0	35
Private Schools	0	0
Colleges	2	2
Classroom Teachers	1	7
AV Directors	1	1
Administrators	1	29
Librarians	0	1
Special Consultants	1	11

Table 13. Indication of Interest in Special Projects

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
Organize Workshops to Evaluate Audio Visual Materials Curriculum	11									
Experiment with Closed Circuit Television	6	1								
Organize School Public Relations Program	7	1								
Produce films on Audio Visual Programs in the State		1								
Organize local workshops		2								
Produce Special Tape Programs		1								
Provide in-service courses in language teaching		1								
Develop material for overhead projector		1								
Provide Teacher Training in Audio Visual Materials and Equipment		1								
Produce 8mm films of local interest		1								
Develop bibliography and service bulletin for audio visual					1					
Prepare material for slow learner						1				1
Prepare How to Do It Lists							1			
Prepare and organize a distribution system								1		

Questions 12, 13 and 15 - Are you, as an individual working on a project which pertains to use of instructional materials and which should be made known to and available to other teachers in the State?

What would you, as an individual, like to take on as a service type project, to improve use of new instructional materials throughout the state?

Now that you have considered the data requested in this questionnaire, what other suggestions would you make as to ways of improving the dissemination of information in this field in the State of New York?

Content:

The response to these questions reveals the need for the type of professional leadership requested in questions 9, 10, 11 and 12. Many of the individuals interviewed were interested in the fact that there was a possibility for considerable experimentation and testing of the newer types of instructional media, particularly electronic devices and language training materials. There was an evident desire to know about the potential of these newer devices, and an equally apparent lack of knowledge about them, where to secure them or where to secure assistance in finding such information.

This has implications for the Council, the State Education Department and the colleges and universities. If these three groups do not supply the information and skills requested, teachers will turn to other sources to meet the needs; indeed, they have already turned, for much of the information about teaching, devices and language laboratory equipment and materials is now being given by industry representatives. No one of these three groups indicated has actually given the type of assistance which the classroom teacher is requesting. Whatever the reason for this it nevertheless remains a fact that there is a lack of central source for such information. There is also a lack of information about existing research and the findings of research projects, and no central point in the state to which to turn for this information.

This question was included in the interview guide in order that in both the written answer and any discussions pertaining to this point, opportunity might be afforded to focus attention on the importance of this position in its relation to an instructional program.

Responses indicate that this is an area where the colleges should assume leadership in placing this position in its proper framework as part of the learning environment. If this were done at the pre-service training level it would add measurably in helping the Council and the State Education Department to secure status and recognition for the position of audio-visual director.

Table 14. Ideas As to Responsibilities Involved in Job of Audio Visual Director

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
No Answer	16	16	20		2	2		6	1	3
Serve As Curriculum Consultant	60	35						3		
Administer and Supervise Audio-Visual Program	81	82	19		1	1		13		2
Educate Teachers to Audio-Visual Use	28	78	57			39	2	18		5
Help to Correlate Audio-Visual Materials and Curriculum	45	11	3					1		1
Leadership in Use of Audio-Visual Materials	1									
Acquaint Teachers with Availability of Materials	17	1				1				
Assist in Improvement of Instruction	3	14			2					
Keep Audio-Visual Materials Certification	1									
Distribute Materials	1		6							
Secure Funds for Audio-Visual Department						1				
Conduct Workshops						1				
Produce Materials						22				
Supervise School Projection Squads								4		1

Question 14 - What do you conceive to be the job responsibility of an audio-visual director?

Comment:

Response to this question indicates a fair awareness of theory as to the duties of the audio-visual director.

The fact that few audio-visual directors themselves answered the question could be attributed to the following:

(a) Many of them were so overworked trying to carry out whatever they could in their own programs that they did not feel called upon to take time to list the many things they had to do.

(b) Individuals assigned to the position of audio-visual director or building coordinator had so little formal training for the work, and were so likely to be shifted to another job assignment that they felt it unnecessary to respond.

This points to the necessity for both the Council and the State Education Department to secure status and recognition for the position of audio-visual director and the role of audio-visual instructional media as part of the curriculum.

The colleges and universities should also take leadership in this matter. Present conditions would seem to indicate that they are unwilling to take the lead in this matter unless mandated to do so by the establishment of course and certification stipulations. The question of whether or not to provide certification in the use of audio-visual materials is one which is constantly raised in any consideration of methods of instruction. At each of the conferences held during the research project it was recommended that the State Education Department, the Council and the colleges and universities set up the specifications for certification and take steps to secure acknowledgement of this as part of the training of teachers.

Table 15. Suggestions As to Methods for Dissemination of Information

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
No	30	51	33		2	7		11	1	5
Regular Course for Every Teacher	13									
Conference Day for Audio Visual Instruction	21	6			4		2			
Newsletter for Classroom Teachers	41	3								
Newsletter for Director	26						6			
Newsletter for Administrators	10							2		
Public Relations Program		21	4		10					
Secure State Support	4									
Joint Sessions with Superintendent and Principal	1	2	2							
Caravans	6									
Provide Standards	2									
Film Evaluation Lists	17									
Sample program for All Meetings (PTA)	19									
Prepare Information Bulletin	19	17								
Organize Tape Library	6									
Certification of Audio-Visual Personnel	4	3								
Standards for Audio Visual Program		19								
Grade Level List for Materials		16								
Liaison with Local Council		1								
Printed Program on Local Television Channel		1								
Workshop in Educational Television		1								
Publicize Nature of Council's Work		21								
Prepare Displays of Equipment and Materials		1								
Centralize Dissemination of Information		2								

Question 15 - Now that you have considered the data requested in this questionnaire, what other suggestions would you make as to ways of improving the dissemination of information in this field in the State of New York?

Comment:

The responses to this question were not as helpful as might have been hoped. As pointed out with Question Number 2, many were not at present full cognizent of the activities of the Council and hence hesitated to suggest how to make improvements. Others did not feel justified in making recommendations for improvement of the State Education Department for similar reasons.

There has been a continual return to the basic request for up-to-date sources of information and for material which teachers could use. This again indicates the need for a practical informative type bulletin to be circulated by the Council; it points to need for information from the State Department and it indicates desire for workshops to help teachers with practical suggestions for improving the quality of classroom instruction.

Table 16. Indication of Need for Dissemination Centers

	City Schools	Suburban	Rural Schools	Private Schools	Colleges	Classroom Teachers	AV Directors	Administrators	Librarians	Special Interviews
Yes	38	177	74	31	3	36	24	25	28	21
No	28	43	33	17	1	43	14	5	18	10
Want Centers in Each Teaching Zone	2	3	10			16	2			5
Perhaps	13		6							
Not Sure		4								
Send Information to District		1								
Don't Know		17	90	2		21	10		4	11
Yes, Probably		4								
One Efficiently Operated Center		4								
Ways and Means to Organize Support for Audio Visual Program					1					
Yes If Staffed										1
Prefer Caravans										16
Prefer Case Studies										22

Question 16 - In view of the expanding curriculum content are centers necessary from which information about the use of new instructional media can be disseminated throughout New York State?

Comment:

The response to this question has interesting implications in terms of dissemination activities to be taken by any group.

Teachers and administrators alike want and need help of a practical type; there is an immediacy to this need which makes them skeptical of the term "Center". Experience of the past has led them to believe that centers are usually repositories for an accumulation of literature rather than active laboratories to which they may turn for short-term workshops, units of materials or help in production of materials.

It would appear that the response to the establishment of a center or centers would have been more favorably considered as an activity for the Council if the individuals answering could have been assured that:

(a) any center established would provide both information and actual materials for classroom use

(b) the center would also be staffed by those who could help solve problems

(c) the center would be able to supply the services of specialists who would provide advice and guidance in setting up and administering audio visual programs.

CHAPTER IV

SUMMARY AND RECOMMENDATIONS

The implications in this study for the audio-visual group of New York State, for other associations of audio-visual people, for State Departments of Education and other agencies concerned with instructional media, are perfectly clear. There is a definite need for stated channels through which to disseminate information and training assistance about modern instructional media and their uses in education.

The details of which agencies in each state are allocated or given responsibility for such dissemination activities will vary in terms of the local regional patterns, but it is a job for all of these agencies.

The New York State Audio-Visual Council Research Project - Summary and Recommendations

In terms of existing conditions in New York State the following was found:

1. In the Colleges and Universities. There is no unified pattern of acceptance as to course requirements necessary to the training of teachers in the use of instructional media. There is no accepted basic philosophy as to the status or role of instruc-

tional media as essential tools of education, and consequently a wide variety in the range of course offerings provided for pre-service training.

It is recommended that in each state college and in every college or university offering teacher training courses, there be one course at the undergraduate pre-service training level in which the student is both provided with an opportunity to gain an understanding of the relevancy of instructional media to curriculum and pupil needs and thoroughly trained to handle equipment. It should be apparent to those responsible for preparing teachers that it is harder to train postgraduate teachers, is more expensive and takes longer. Additional courses and graduate programs are recommended for those who specialize in or intend to become audio-visual coordinators and/or supervisors.

Such a course becomes the channel for dissemination of information about educational media to the classroom teacher.

2. For the State Department of Education, Department of Educational Communications

(a) First and foremost a public relations program, planned and devised to reach each classroom teacher and educator in the state and designed to acquaint them with the Department and its services. As a feature of this program there should be a regular bulletin devoted to the activities and services of the Department and mailed to all educators in the state.

(b) Preparation of a list of Key Audio-Visual Personnel in cities, individual schools, rural schools. No such list exists, and there is no source to which one may go for information of this type. This is a department function, for the compiling of which they have resources not at the command of an association. Information can hardly be disseminated unless there is a known audience to which to send it.

(c) Provision of leadership in the coordination of information and activities. To date this Department has not taken the active role of leadership in the state which it is capable of doing. This has been due to lack of approved proposed programs and consequent budget and personnel needs.

(d) Preparation of performance standards for equipment. These should be made available to all educators and school systems in the State.

(e) Provision for special seminars and short-term workshops devoted to utilization of instructional media of all types. This could be a department activity and should be a shared activity with the Council.

3. For the Council

As in the instance of the State Education Department the nature and activities of the Council are not known to the educators throughout the state. There is need for a public relations project as an integral part of the Council's leadership program. Based upon the responses indicated in this investigation, the following would seem to be the most desirable activities to be undertaken by the Council:

a) Production of a Newsletter or Bulletin to be issued at regular stated intervals, and to include a listing of resources of materials and equipment, an evaluation of materials for curriculum purposes and case studies of effective audio visual programs.

The dissemination of information concerning all facets of audio visual instruction, and indeed all instructional materials, is an existing and rapidly enlarging need area in the schools of the state.

Such an activity is not limited to one form, but rather must, to be effective, not only supply basic data which can be done through printed presentations but also excite interest in teaching devices and materials as well as contribute to teacher preservice and in-service training.

The immediately obvious device is a regular bulletin service to be supplied to a variety of personnel in the schools. Such service should provide the consumer audience with adequate and accurate data concerning new films, filmstrips, recordings, equipment, maps, charts and other audio visual matter as well as critical appraisal of these and other instructional materials.

Reportorial functions must be centralized and this particular activity should be undertaken by an organizational staff member who devotes all or a large amount of time to this essential function. The form of reporting is not as important as is completeness. Such data can be secured from new catalogs, news releases and peronal interview with the representatives of the several producers.

The great values to education of such a publication issued by the Council could be both financial and functional. Schools can be protected, as they cannot by public officers, from purchases of unworthy or non-useful materials and machines. Producers are challenged to create finer instructional materials and machines for school consumption...thereby contributing in no small manner to the functional profit and growth of the consumer - the schools.

?

It is appropriate that opinion presentation concerning the relative worth of particular machines and materials be within the sphere of contribution of the Council to instructional improvement. Indeed, in the final analysis, it is also appropriate that the New York State Audio-Visual Council should assume the responsibility for the mechanical aspects of reproduction and distribution of such data. This protects the public agency from attack from any source for printing and circulating critical appraisals.

Such a journal immediately becomes a channel for dissemination of information which the present survey indicates is needed.

(b) Production of Dissemination Materials and Kits Many agencies and personnel are involved in the educational programs in the schools. If information about the effectiveness of modern instructional media is to be made available throughout the state, then those entrusted with this work should be provided with basic material for presenting the story.

It is the function of the Council as a professional organization to prepare:

1. Manuals of Dissemination Information for Administrators, Curriculum Directors and Audio Visual Directors. These manuals should contain complete in-

formation as to sources, resource personnel, organizations to contact. They should also include plans for carrying out of training sessions to be conducted for audio-visual leaders and supervisors.

2. Kit of Dissemination Information - for the Disseminators indicated in (1) above.

These to contain films, film-clips, slides, filmstrips, tape recordings and other materials specifically prepared to present the information needed to carry out effective training sessions.

(c) Conference Workshops - to provide opportunities for regional groups to secure information about and training in the use of modern instructional media. The Council membership includes specialists in many aspects of this work and their services should be made available to the key people in various areas, who will in turn be responsible for training teachers. These workshops should be carried on by the Council, or should be a cooperative project with the State Education Department.

There are many specialists in the use of instructional media to be found on the membership lists of the Council, the Department of Audio-Visual Instruction of the National Education Association, other state audio visual associations and educational groups. The assistance of these individuals should be utilized in the conduct of the workshops included in these recommendations. By so doing the workshops will provide a broad basis for studying the value of instructional media in education.

If any or all of the projects indicated above are to be carried out successfully then there must be a central control vested in the position of an Executive Secretary. This is essential if there is to be continuity to the organization and work contemplated. Another essential to a harmonious continuity of program is an office headquarters which serves as the central point from which activities emanate.

The current study has shown *what* is needed to improve the dissemination of information about instructional materials in New York State. The *how* to do it, or feasability of testing and carrying out the channels indicated as desirable, is the work of the Council. The projects indicated require the expenditure of funds and an indication that, if proved effective as channels to better dissemination of information throughout the state, they can continue to be carried on by the Council or can be turned over to another agency for permanent sponsorship and direction.

R.S. Diamond

APPENDIX

We Called In Experts In
All Areas of Instruction
To Help Us Think It Through

And We Talked It Over
Before We Accepted Any
Advice

APPENDIX A

INTERVIEW GUIDE

NEW YORK STATE AUDIO VISUAL COUNCIL

(Research Project To Improve the Dissemination of Information About New Instructional Materials and Their Use in Education in the Schools Within the State)

1. Are you a member of the N.Y.S.A.V.C. Yes___ Local A-V Yes___ National AV Yes___
No____ No____ No_____

2. Are you acquainted with the nature and activities of the NYSAVC Yes____
No____

3. Are you acquainted with the services and types of assistance available from the Department of Educational Communications of the New York State Education Department at Albany, New York Yes____
No____

4. Do you receive information about instructional materials to be used with your classes from any of the following sources:

Film Roundup Yes_____
No______

Television Program Guides Yes_____
No______

Newsletters and other pamphlets from New York State Department of Education Yes___
No____

Direct correspondence with the Staff of the Department of Educational Communications of the State Department of Education Yes____
No____

Other sources within the state (please name)________________________________
____
____

5. Do you receive information about instructional materials for classroom use from any of the following sources:
New York State Teachers Bulletin____
Department of A-V Instruction of the NEA______
NEA Journal ______
Educational Magazines (indicate names of magazines)
____
____
____
____
____

Trade or Industrial Magazines (please list)
____
____
____
____
____

Brochures or Announcements from Producers of Materials and Equipment Yes______
No______

Indicate names of producers whose catalogs you receive

____

____

Catalogs of Audio Visual Instructional Centers or Film Libraries of New York State Colleges Yes_____
No_____

Indicate centers from which you receive above information______________

____

____

Other sources from which you receive information about new instructional media (list)

____

____

6. Do you need information about the following:
    - a) How to set up an instructional materials center Yes_____ No_____
    - b) How to set up a film library Yes_____ No_____
    - c) How to achieve a balance of materials and equipment for your instructional program Yes_____ No_____
    - d) How to achieve a balance of staff (professional and non-professional) to service your instructional program needs Yes_____ No_____
    - e) How to conduct teacher training workshops and/or seminars in use of new instructional media Yes_____ No_____
    - f) What courses are available in use of instructional materials and equipment Yes_____ No_____
    - g) Where to secure instructional materials Yes_____ No_____
    - h) Where to secure instructional equipment Yes_____ No_____
    - i) How to coordinate audio visual and television programs Yes_____ No_____
    - j) How to utilize television in your instructional program Yes_____ No_____
    - k) How to train teachers in use of instructional television Yes_____ No_____
    - l) What other information do you need as to resources or services pertaining to use of instructional materials______________

____

____

7. What kinds of information do you need for your own program purposes?__________

____

____

8. What kinds of information should be printed and made available throughout the state?

____

____

____

9. **What functions should the NYSAVC undertake to improve the dissemination of information about new instructional materials and their use in education?______**

10. **What activities can the NYSAVC (as contrasted to the State Department of Education) practically engage in to carry out the functions indicated in (9) above?**

11. **What functions should the Department of Educational Communications of the State Department of Education undertake to improve the dissemination of information about new instructional materials and their use in education?______**

12. **Are you, as an individual, working on a project which pertains to use of instructional materials and which should be made known to and made available to other teachers in the State? (please describe briefly)______**

13. **What would you, as an individual, like to take on as a service type project, to improve use of new instructional materials throughout the state?______**

Would funds be needed to finance such a project? Yes_____
No_____

14. **What do you conceive to be the job responsibility of an audio-visual director?**

15. **Now that you have considered the data requested in this questionnaire, what other suggestions would you make as to ways of improving the dissemination of information in this field in the State of New York?______**

16. **In view of expanding curriculum content are centers necessary from which information about the use of new instructional media can be disseminated throughout New York State?______**

APPENDIX B

COLLEGE DATA CHECK SHEET
NEW YORK STATE AUDIO-VISUAL COUNCIL

Name of Institution______________________________

Address______________________________________

Name of Audio-Visual Director______________________

If no Audio-Visual Director, what is the name and title of person responsible for selection of instructional materials available for use by your faculty____________________________

Do you have an Instructional Materials Center to which faculty and students may turn for assistance in securing materials such as films, filmstrips, slides, etc. for use in campus courses?

Yes
No

Title of Courses Given in Audio-Visual Instruction__________

____

____

____

return to: Dr. Irene F. Cypher
New York University
26 Washington Place
New York 3, New York

Envelope enclosed for your use.

APPENDIX C

REGIONAL DISTRIBUTION OF ASSISTANT INVESTIGATORS

Butler, Harry O.
Director, Audio Visual
Education
Massena, New York

Graves, Carson
Board of Cooperative
Educational Services
Valhalla, New York

Gregg, Mrs. W. A.
Broome Technical
Community College
Binghamton, New York

Henry, Theodore K.
Audio Visual Director
Penn Yan, New York

Lawler, William J.
District Audio Visual
Director
Rochester 12, New York

Loughlin, J. Gerald
Director, Audio Visual
Instruction
Elmira, New York

Luminati, Charles
Audio-Visual Coordinator
Great Neck, New York

McCarthy, Florence C.
Director Audio Education
Utica, New York

McCarthy, Fred J.
Coordinator of Field
Services
Plattsburgh, New York

Smagerinski, Melvin P.
Director, Instructional
Television
Brockport, New York

Steffen, H. Gene
Director, Audio Visual
Department
Buffalo, New York

Stypowany, William M.
Audio Visual Director
Lackawanna 18, New York

Tanzman, Jack
Audio-Visual Director
Plainview, New York

Turachak, Thomas M.
Audio-Visual Department
Oswego, New York

APPENDIX D

NEW YORK STATE AUDIO-VISUAL COUNCIL
SPECIAL RESEARCH PROJECT CONFERENCE
GLENS FALLS, NEW YORK-JUNE 9th and 10th, 1960

Basic Questions To Be Considered:
The following problems are to be considered as applying to New York State, but with possible connotation for other States.

1. What information and/or resource data should be made available to:
    - a. Classroom Teachers
    - b. Audio-Visual Coordinators and Supervisors
    - c. Curriculum Supervisors
    - d. Administrative Heads and Superintendents
    - e. Librarians
    - f. Instructors of teacher training courses in audio-visual education?
2. How and by whom should information concerning available instructional materials be disseminated to the groups listed in (1) above?
3. To what extent and by whom should centers be established to provide information about available resources for instructional materials?
4. To what extent should courses in audio-visual be included as part of the training of teachers?
5. What materials, information, and/or other types of assistance should be supplied to those conducting audio-visual courses by
    - a. The New York State Audio-Visual Council
    - b. The New York State Department of Education
    - c. Colleges and universities?

PROGRAM AGENDA

Purpose: 1.) To consider the nature and scope of the Special Research Project.
2.) To review the findings to date, and to consider and make recommendations pertaining to the work of the Project Committee.

June 9th Thursday:	Arrival at Schine-Queensbury Hotel and Motor Inn and Registration.
1:00 p.m.	Luncheon - Hotel dining room
1:00 p.m.	Final check of Registrations
2:30 p.m.	Orientation to the Project - Review of the background and work of the Project Committee. Mr. William Rochelle, President, New York State Audio-Visual Council Dr. Irene F. Cypher, Chief Investigator, Project Committee.
4:00 p.m.	Instructional Materials Programs in the North East Region Mr. W. Henry Durr, State Department of Education, Richmond, Virginia

	Mr. William King, State Department of Education, Trenton, New Jersey Mr. Fred Villa, State Department of Education, Hartford, Connecticut
5:30 p.m.	Social Hour
6:00 p.m.	Dinner - Special Section, Hotel Dining Room
8:00 p.m.	Outline of Program for Conference Sessions and assignment of group responsibilities.

June 10th
Friday

8:00 a.m.	Breakfast - Special Section, Hotel Dining Room
9:30 a.m.	Morning Session
	Analysis of problems and group work for Sessions a. Elementary Education b. Secondary Education c. Teacher Training Colleges and Libraries d. Non-School Groups and Industry
10:45 a.m.	Coffee break
11:00 a.m.	Continuation of Conference work group sessions
12:30 p.m.	Luncheon - Special Section, Hotel Dining Room
1:30 p.m.	Afternoon Session
	Continuation of Conference work group sessions
3:30 p.m.	Coffee break
4:00 p.m.	Continuation of Conference work
6:00 p.m.	Dinner - Special Section, Hotel Dining Room
8:00 p.m.	Evening Session
	Analysis and summation of Conference Proceedings Recommendations to Project Committee Consideration of Final Report

June 11th
Saturday

8:00 a.m.	Breakfast and Adjournment.

APPENDIX E

ATTENDANTS AT NEW YORK STATE AUDIO-VISUAL COUNCIL SPECIAL RESEARCH PROJECT CONFERENCE, JUNE 9th and 10, 1960

Project Staff

Cypher, Irene F., New York University (Chief Investigator, New York State Audio-Visual Council Project)

Bailey, Catherine M. (Secretary-New York State Audio-Visual Council) Audio-Visual Director Troy Public Schools

Forbes, George (Treasurer-New York State Audio-Visual Council)Audio-Visual Director, Farmingdale Long Island

Johnson, Doris-Secretary-New York State Audio-Visual Council Research Project c/o New York University

Rochelle, William C., Jr. (President-New York State Audio-Visual Council)Supervisor-Audio Visual Department, Schenectady,New York

Swartout, Sherwin G.,Audio-Visual Director, State University College of Education Brockport, New York

Twyford, Loran C., Consultant on Educational Communications New York State Education Department,Albany 1, New York

Clark, Wilbur (Conference Photographer) Audio Visual Co-ordinator, Smithtown Central Junior High

Winegarden, Arnold (Conference Photographer) Audio-Visual Coordinator, Public School #24, New York City

Participants

Bildersee, Max U.,P.O. Box 1771, Albany, New York

Bishop, Frank, Audio-Visual Director,DeWitt, New York

Brown, Lorraine, Field Representative, New York State Teachers' Association, Albany, New York

Butler, Harry O., Director Audio Visual Education, Massena Central School Massena, New York

Clarke, Rutherford K.,Rud Clarke Company, DeWitt, New York

Cornfield, Ruth, Audio-Visual Consultant French Embassy, New York City

Currie, Dorothy, Supervisor-of Instructional Materials Yonkers, New York

Doremus, Albert, Principal Byrd School, Glen Rock, New Jersey

Durr, W. Henry, Supervisor Bureau of .Teaching Materials, State Board of Education, Richmond 16,Virginia

Ely, Donald P., Director Audio-Visual Center, Syracuse University

Fisher, Edgar, Audio-Visual Director, Red Hook, New York

Greene, Alan, Rensselaer Polytechnic Institute, Troy, New York

Gregg, Mrs. Toni, Broome Technical Community College, Binghamton, New York

Henry, Theodore, Audio-Visual Director, Penn Yan,New York

Hoffman, Rose, City School District of New Rochelle, New Rochelle, New York

Kauth, Anthony, Audio-Visual Director, Elmont Long Island, New York

Kennedy, Anna Clark, Division of Library Services, Albany 1, New York

King, William, Director of Audio-Visual Education, State Department of Education, Trenton, New Jersey

Klug, Helen, Bureau of Audio-Visual Instruction, Board of Education, New York City

Lawler, William J., District Audio Visual Director, Rochester 12, New York

Laurson, George C., Raye Supply, Glens Falls, New York

Lewis, William, Encyclopedia Britannica Films, New York City

Loughlin, J. Gerald, Director, Audio Visual Instructions, Elmira, New York

Luminati, Charles, Audio Visual Coordinator, Great Neck, New York

McCarthy, Florence, Director Audio Education, Utica, New York

McCarthy, Fred J., Coordinator of Field Services, State University Teachers College, Plattsburgh, New York

Moran, Ursula, Audio-Visual Coordinator, Junior High School 35, New York City

O-Connor, Olwyn, Audio-Visual Department, Schenectady, New York

Palmisano, Gabriel, Building Audio Visual Coordinator, Glen Rock, New Jersey

Russell, Warren A., Director Audio Visual Education Department, Kingston, New York

Secor, Lynn, New York State Association of Secondary School Principals, State Department of Education Albany 1, New York

Smagarinsky, Melvin P., Director of Instructional Television, State University College of Education Brockport, New York

Snyder, Dudley, New York State Association of Elementary School Principals Albany 1, New York

Steffen, H. Gene, Director-Audio Visual Department, State University College of Education, Buffalo, New York

Stypowany, William M., Audio-Visual Director, Lackawanna 18, New York

Tanzman, Jack, Audio Visual Director, Plainview, New York

Turachek, Thomas M., Audio Visual Department, Oswego State University, Oswego, New York

Villa, Fred, Director Audio Visual Instruction, Central Connecticut State College New Britain, Connecticut

Whitten, Joseph N., Director of Library Cooper Union, New York City

Williams, Paul, Bureau of Educational Communications, State Department of Education, Albany, New York

Wood, Irene, Amsterdam School Boards, Amsterdam, New York

APPENDIX F

ATTENDANTS AT SCHENECTADY CONFERENCE

Project Staff and Council Officers

Cypher, Irene F., Chief Investigator, New York State Audio Visual Council Project

Rochelle, William C., President, New York State Audio Visual Council

Moran, Ursula M., Vice-President, New York State Audio Visual Council

Bailey, Catherine M., Secretary, New York State Audio Visual Council

Forbes, George, Treasurer, New York State Audio Visual Council and Project Treasurer

Johnson, Doris, Project Secretary

Moy, Constance, Administrative Assistant

Clark, Wilbur, Project Photographer

Assistant Investigator Staff

Butler, Harry, Massena, New York

Gregg, Toni, Binghamton, New York

Kauth, Anthony, Elmont, Long Island

Loughlin, J. Gerald, Elmira, New York

Luminati, Charles, Great Neck, Long Island

McCarthy, Florence C., Utica, New York

McCarthy, Fred, Plattsburgh, New York

Russell, Warren, Kingston, New York

Smagarinsky, Melvin, Brockport, New York

Steffen, H. Gene, Buffalo, New York

Tanzman, Jack, Plainview, Long Island